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ABSTRACT

Appendix B to the final report of the Business and Office Career Education Curriculum (BO-CEC) project contains three sections. Sections 1 and 2 briefly present the agenda, the participants, and the reports of the BO-CEC National Advisory Committee Meetings of January 1974 and January 1975. Section 3 concerns the July 1975 dissemination conference of BO-CEC, listing participants and publishing the conference's speeches: "Business Ownership Career Education Project," O. J. Burnside, Jr.; "Results of the BOCEC Project With 9th Graders at Northern High School," Ingrid Dooms; "Pre-service and In-service Teacher Education for Career Education," Carmela C. Kingston; "Testing and Measuring the Results of New CE Curriculum Materials," James J. Lynn; "Remarks," James B. Mayo; "Career Education Comes to Kelly Junior High," Craig Minbiole; "Career Education in Secondary and Higher Education," Robert A. Bistau; "Industry and Career Education," Gilbert A. Stevens; and "Career Education in the Elementary School," Janet Sutherland. Section 3 also contains letters from conference participants regarding their views of the conference. A brief report on the final session as well as an evaluation questionnaire are also included. (JR)

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APPENDIX B

SECTION A:

BO-CEC National Advisory Committee Meeting
January 21, 1974

SECTION B:

BO-CEC National Advisory Committee Meeting
January 13, 1975

SECTION C:

BO-CEC National Dissemination Conference
July 15, 1975

CE 006686

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SECTION A:

BO-CEC NATIONAL ADVISORY COMMITTEE MEETING

JANUARY 21-23, 1974

--AGENDA--

COMMITTEE FOR THE FUTURE OF BUSINESS EDUCATION
(BO-CEC National Advisory Committee)

January 21, 1974

7:00 p.m. BO-CEC Orientation
- A. Scope of work to be performed by National Advisory Committee Task Forces
- B. Presentation of alternative plans for preparing the BO-CEC deliverables
- C. Report on the implications of the National Symposium for the BO-CEC Project
- D. Task Force Assignments

9:00 p.m. Social Hour

January 22, 1974

9:00 a.m. Discussion of task force assignments

10:00 a.m. Task Force meetings: Identification of Career Concepts

Task Force 1: Concepts 1, 2, 3, and 4

Task Force 2: Concepts 5, 6, and 7

Task Force 3: Concepts 8, 9, and 10

Task Force 4: Concepts 11, 12, and 13

Task Force 5: Concepts 14, 15, and 16

12:00 noon Lunch --Mezzanine Foyer

1:30 p.m. Task Force Meetings: Analysis of Administrative Support Occupations

Task Force 1: Basic Support Personnel

Task Force 2: Secretarial and Stenographic

Task Force 3: Business Administration Professional Workers

Task Force 4: Management and Supervision

Task Force 5: Business Ownership

3:00 p.m. Coffee
3:15 p.m. Task Force meetings continue
4:15 p.m. At Leisure
5:30 p.m. Informal Social Hour
6:30 p.m. Dinner--Beleroit Room
8:00 p.m.
- A. Implementation Strategies
- B. Plans of Action
- C. Youth Group meeting

January 23, 1974

9:00 a.m.
- A. Task Force Reports
- B. Minority Group Reports
- C. Consensus
- D. Discussion of Plans of Action
- E. Future Plans and Activities
- F. Summary and Conclusions

1973-74

COMMITTEE FOR THE FUTURE
OF BUSINESS EDUCATION
(BO-CEC National Advisory Committee)

Project Monitor
James H. Wykle
U.S. Office of Education

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Mr. Frederick Antil
Vice President of Education and Training
Life Office Management Association

Mr. Gordon Bowden
Director of Educational Relations
American Telephone & Telegraph Company

Mr. Frank A. Demott
Employment Manager
American Management Associations

Mr. John W. Havekost, Supervisor
Systems and Administrative Services
Eastman Kodak Company

Mr. Wilbourne A. Kelley, III
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Michigan Consolidated Gas

Mr. Charles LeFever, Training Manager
R. H. Macy and Company, Inc.

Mr. Larry Lynett
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IBM

Mr. Charles Macbeth, Manager
Corporate Records Management
Hughes Aircraft

Mr. James H. Meiklejohn, Jr., C.L.U.
Director of Management Development
and Training
Group Insurance Operations
Connecticut General Life Insurance Company

Mr. J. R. Rosel
Administrative Manager
Ingersoll-Rand Company

Mr. Gilbert Stevens, Director
General Services Division
Douglas Aircraft

(Continued)

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National Association of State Supervisors
in Business and Office Education

Dr. O. J. Byrnside, Executive Director
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Dr. Gordon Culver, President
Delta Pi Epsilon

Dr. Z. S. Dickerson, Jr., President
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Teacher Education

Mrs. Rosemary Fruehling
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Mr. Frank B. Gilmer, President
National Association of Supervisors of
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Ms. Florence Gorman, President
Classroom Teachers in Business and
Office Education

Dr. Roy M. Hall, Dean
School of Education
Georgia State University

Dr. Daniel G. Hertz, President
Western Business Education Association

Dr. Ted Ivarie, President
National Business Education Association
Executive Board

Mr. Charles King, Executive Director
Office Education Association

Dr. Carmela C. Kingston, Director
National Symposium for Business and Office
Education Curriculum Guidelines

Ms. Mary Madden, Supervisor
Business Education Department
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Assistant Vice President
South-Western Publishing Company

Dr. David H. Weaver
Research Section
Gregg Publishing Division

COMMITTEE MEMBERS FROM YOUTH ORGANIZATIONS

Ruben Fordahl
Office Education Association

Scott Turnipseed
Phi Beta Lambda

Kimberly White
Office Education Association

COMMITTEE MEMBERS FROM EDUCATION--Continued

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North Central Business Education Association

Dr. Charles E. Reigel, Chairman
Department of Business Education and Office Management

Professor Gordon A. Timpany
FBLA/PBL Board of Directors

Mr. Victor Van Hook, American Vocational Association Vice President
Business and Office Education Division

Dr. Patrick J. Weagraff, Director
Vocational/Technical Education
Curriculum Laboratory
Sacramento,California

NATIONAL COMMITTEE FOR THE FUTURE OF BUSINESS EDUCATION
(BO - CEC National Advisory Committee)
A Report of the National Meeting held
in Chicago, January 21-23, 1974

The National Committee for the Future of Business Education met in Chicago January 21-23, 1974, to provide advice and direction to the staff of the Business and Office Career Education Curriculum (BO-CEC) project. Seventeen representatives from professional education groups, 15 representatives from major business organizations, 6 representatives from youth organizations, and 5 BO-CEC staff members attended the three-day meeting.

At the opening meeting on the evening of January 21, Harry Huffman, director of the BO-CEC project, explained that the project products will include the following three basic components:

1. A tested collection of existing career awareness units for use in elementary schools.

2. A tested collection of career exploration units that can be integrated into existing English, mathematics, social studies, and science courses at the 7-9 grade levels. These units will be prepared by BO-CEC staff.

3. A bibliography of instructional materials (organized to meet current and emerging requirements) for use by secondary and post-secondary instructors.

The nature of the BO-CEC career exploration units to be prepared for use in grades 7-9 (Item 2 above) were described as follows:

1. Four teacher resource kits will be developed, one for each of four basic subject areas: English, mathematics, social studies, and science. Each resource kit will be organized around existing topics and objectives of the subject while providing students with opportunities to explore various careers.

2. A fifth resource kit, an "occupations resource kit", will be prepared to provide teachers, counselors, and students with information about many careers in business and office education.

3. A teacher's guide will be prepared to provide teachers with suggestions for using the resource kits and for using various community resources in relating subject matter to career opportunities.

Report on the National Symposium

Carmela Kingston, director of the National Symposium for Business and Office Education which was held in Denver September 23-26, 1973, briefly reported on the outcome of the Symposium. Recommendations resulting from the National Symposium indicate that the needs in business and office education include better articulation among various groups and levels of educators, better role definition for business education, business education materials, better use of advisory groups, improved public information programs, expanded student recruitment, and greater involvement of people at all levels in getting current information and materials into the business curriculum. Symposium participants also recommended that a clearinghouse for business and office education be established. Dr. Kingston reported that the full report of the Symposium will be available in the spring.

Task Force Outcomes

The National Committee was divided into five task forces. Lists of 16 career education concepts around which the BO-CEC units are to be developed were distributed and each task force was assigned 3 or 4 concepts to review and further develop into subconcepts.

The task force groups developed a total of 91 concept statements, and from these statements 68 subconcepts have been tentatively formulated.

Each task force group was asked to provide a list of their concerns related to attitudes, work habits, and human relations skills of a particular business group (basic support personnel, secretarial and stenographic workers, business administration professional workers, management and supervisory personnel, and business owners.)

The concerns listed by each task force are being analyzed and these concerns will be reflected in the BO-CEC units.

Two task force groups submitted additional recommendations for the project staff, and these are included in the list of recommendations below:

Recommendations

The following recommendations were received from the committee and task force groups:

- The proposed fusion approach (incorporating career education in existing courses) is both sound and logical and should be used in developing the BO-CEC career exploration units.
- The major thrust of the project should be in the area of grades 7-9.

- Effective evaluation and dissemination should be built into the project, and as much field testing as possible be provided as opposed to limited pilot testing.

- Efforts of project staff should be directed primarily toward the preparation of teacher/counselor material, as opposed to student-centered material.

- The project product should provide teachers with alternative ways of improving student learning of basic skills (such as English, math, social studies, etc.)

- The sixteen concepts around which the career exploration units are to be built should be reexamined to determine whether other concepts should be included.

- Students should be given an opportunity to practice matching themselves to various career choices.

- A wide and rich variety of examples should be drawn from business and office work situations (in developing the BO-CEC units) to demonstrate personal, community, and company contributions a person may make in such careers.

Plans of Action

Seventeen members of the National Committee submitted plans of action listing ways in which they plan to help promote the success of the BO-CEC project.

The youth organizations (Future Business Leaders of America, Phi Beta Lambda, and Office Education Association) are considering undertaking research projects that will provide input into the BO-CEC project.

Gordon Culver, president of Delta Pi Epsilon, will discuss with the Executive Board ways in which Delta Pi Epsilon might participate in the BO-CEC project.

Meeting Dates

The following dates have been set for meetings of the educators on the National Committee:

January 22, 1974-(7-9 a.m.)	Breakfast meeting at the Pick-Congress Hotel during the NBEA convention in Chicago.
December 6-11, 1974	Meeting during the American Vocational Association Convention in New Orleans. Date and time will be announced later.

The next meeting of the entire National Committee on the Future of Business Education will be:

January 13-15, 1975	Location of the meeting will be announced later.

SECTION B:

BO-CEC NATIONAL ADVISORY COMMITTEE MEETING

JANUARY 13-15, 1975

BUSINESS AND OFFICE CAREER EDUCATION CURRICULUM PROJECT

National Advisory Committee Meeting

AGENDA

January 13, 1975

7:00 p.m. BO-CEC Orientation: Harry Huffman

7:30 p.m. BO-CEC Elementary Resource Guide: Pat Doll

8:15 p.m. BO-CEC Math Resource Guide: Celestine Mongo

9:00 p.m. Social Hour

January 14, 1975

9:00 a.m. BO-CEC English Resource Guide: Clyde Welter and Donna Shrout

10:00 a.m. BO-CEC Social Studies Guide: Celestine Mongo and Rick Mecagni

10:45 a.m. Coffee

11:15 a.m. Secondary and Post-Secondary Data Book Format: Harry Huffman

12:00 noon Lunch

1:30 p.m. Discussion: New directions in business and business education

2:30 p.m. Task Force Meetings and Coffee

Task Force	Occupations
1	Accounting, Bookkeeping, and Data Processing
2	Secretarial
3	Basic Support Personnel
4	Management
5	Business Ownership

4:30 p.m. Progress Reports

7:00 p.m. Dinner at Mario's

January 15, 1975

9:00 a.m. Group Meeting

9:30 a.m. Task Force Meetings

11:00 a.m. Final Reports and Acknowledgements

12:00 noon Adjournment

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Celestine Mongo

Clyde Welter

NATIONAL ADVISORY COMMITTEE

for the

BUSINESS AND OFFICE CAREER EDUCATION CURRICULUM PROJECT

Minutes of Second Annual Meeting

January 13-15, 1975

The second annual meeting of the full National Advisory Committee for the Business and Office Career Education Curriculum Project (BO-CEC) was held on January 13-15, 1975, at the Sheraton Airport Inn, Denver, Colorado. The names of businessmen, educators, and project staff members present at this meeting are shown on Attachment 1. The following is a summary of the activities at the meeting:

January 13

Call to Order — Harry Huffman called the meeting to order at 7:10 p.m. and introduced new members of the National Advisory Committee. A model for career education for the junior high school level used as a basis for developing the resource guides was presented and discussed.

Resource Guides Presented — Excerpts from the BO-CEC Elementary Resource Guide on Career Education and the complete BO-CEC Math Resource Guide were presented to the Advisory Committee. The Elementary Guide is for teachers of grades 1-6, and the Math Resource Guide is for teachers of grades 7-9.

Elementary Guide Explained — Clyde Welter explained that the Elementary Resource Guide was developed for the project by Marla Peterson, professor at Eastern Illinois University, assisted by Pat Doll, an elementary teacher in Fort Collins, Colorado.

The guide is designed to show elementary teachers how activities in textbook series commonly used in the elementary school can be expanded to include career development concepts. The guide contains examples of career development activities, each illustrated with pages from commonly used elementary school texts.

The guide is especially recommended as a teaching aid for use in pre-service and in-service career education workshops for elementary school teachers.

Math Guide Explained

Celestine Mongo explained that the purpose of the Math Resource Guide is to give students an opportunity to explore various business and office occupations while reinforcing the math skills they are developing in their regular math course. She emphasized that the units are to serve as supplements to the teacher's regular math units and are not intended to replace the teacher's normal instruction in mathematics.

Ms. Mongo also explained how the BO-CEC units are organized, pointing out that each unit contains a brief description of purpose and procedures, a teacher's key, and student materials. Each unit shows how a particular math skill is used in a particular occupation and provides students with practice using the math skill in that occupational setting.

In response to questions from Advisory Committee members, Ms. Mongo stated that

- .the resource materials could be used with either an entire class or with selected members of the class.
- .the materials are intended merely as supplemental materials for the math teacher. The materials are designed to reinforce math skills taught in the regular math course while giving students information about various business careers and showing them how math is used in these careers.
- .the questions at the end of each unit are designed to help students practice making decisions.
- .the math guide is being field tested; however, the guide presented to the committee is a complete revision of the one now being tested.
- .all exercises and illustrations used in the guide were developed by project staff; the exercises were not taken from textbooks or other published sources.

Adjournment

The meeting was adjourned at 9:00 p.m.

January 14

Call to Order

Harry Huffman called the meeting to order at 9:00 a.m. and discussion of the Math Resource Guide was continued and concluded.

English Resource Guide Explained

Clyde Welter presented the BO-CEC English Resource Guide for teachers of grades 7-9. He explained that the organization and concept of the English Guide are basically the same as for the Math Resource Guide.

Dr. Welter introduced Donna Shrout, who teaches 7th grade English to approximately 160 students at Pleasant View Junior High School in Pueblo, Colorado. Ms. Shrout stated that she had used seven of the BO-CEC English units with her classes and that these units were helping to answer students' questions concerning the reasons they must study English in school. She also stated that the self-evaluation questions following each unit are very important because these questions help students evaluate their own strengths, weaknesses, likes, and dislikes.

Asked how students react to the units, Ms. Shrout said that not all students react favorably, but that the majority of students do like working with the materials.

Ms. Shrout emphasized that the teacher is the crucial factor to the success of the materials. If students accept the teacher, the majority will react favorably to the BO-CEC materials. Ms. Shrout also said that the students particularly like many of the unit optional activities.

Social Studies Resource Guide

Celestine Mongo and Richard Mecagni described the Social Studies Resource Guide which is still being developed. The guide will include units in geography, history, and civics. Examples or descriptions of units in each section of the guide were presented.

The committee adjourned for lunch at 12 noon.

Secondary and Post Secondary Plans Discussed

When the committee reconvened at 1:30 p.m., Harry Huffman stated that under the project contract with the United States Office of Education, the project staff is committed to develop some form of bibliography of secondary/post-secondary materials in business and office education. He explained that tentative project plans are to produce a data book in which each bibliographic entry would be made on a separate sheet and annotated. The bibliographic entries would be categorized under five major headings: (1) Accounting, Bookkeeping, and Data Processing; (2) Secretarial; (3) Basic Support Personnel; (4) Management; and (5) Business Ownership.

Dr. Huffman suggested that the Advisory Committee form into five task forces, each representing occupations in one of the five areas listed above, and identify the types of questions that should be asked about materials for training people to enter these occupations. These questions would then be submitted to publishers and authors of textbooks and training materials. The answers provided by the publishers and authors would form the basis for the annotated bibliographic entries in the data books.

Before the task force groups convened, the entire Advisory Committee developed 21 items that could be used to gather factual information on educational publications.

After further discussion, the Advisory Committee members then broke into task force groups at 2:30 p.m. When the Advisory Committee met as a whole again at 4:30 p.m., task force reports were distributed. Each task force report contained 15-25 questions for gathering factual information.

In the discussion that followed, the Advisory Committee expressed its consensus that the proposed data book was generally an acceptable and worthy idea, but that it not be developed by the BO-CEC staff because the professional staff time available during the remainder of the project would not be adequate to complete such a book. The magnitude of such a project was much greater than anticipated.

Harry Huffman stated that the BO-CEC contract with the United States Office of Education calls for a bibliography at the secondary/post-secondary level. A committee member asked whether the project staff might be relieved of this obligation upon the recommendation of the Advisory Committee. Jim Wykle, Project Monitor, said that the project staff probably could not be relieved of their obligation to produce a product for the secondary/post-secondary level, but that approval might be obtained to substitute another product for the bibliography.

Clyde Welter suggested that the project staff prepare a list of alternative products and present the list of alternatives to the committee on January 15, for the committee's recommendations. The suggestion was accepted by the committee, and the meeting was adjourned at 5:00 p.m.

January 15

Call to Order

The meeting was called to order at 8:15 a.m.

The following alternatives for the secondary/post-secondary products to be developed were presented and discussed:

1. Data book containing an annotated bibliography
2. A series of articles describing ways business education teachers can promote career awareness in their classrooms
3. List of publishers of business education materials
4. Bibliography of bibliographies in business education
5. Bibliography of business education materials

Committee Recommendations

The committee recommended that the following products be developed to meet the requirement for a secondary/post-secondary product:

1. A list of suppliers of business education materials and resources classified by
   a. subcluster (Accounting and Data Processing; Secretarial; Clerical; and Management/Business Ownership)
   b. grade level
   c. type of publisher (profit or non-profit)
2. Articles on emerging business and office trends to be prepared by representatives of business and industry who are members of the National Advisory Committee

Three Committee Members Volunteered a Professional Article

In order to capture and disseminate the products of the five task forces, Jim Wykle of the United States Office of Education, Wanda Blockhus of San Jose State University (California), and Gilbert Stevens of Douglas Aircraft Company (Long Beach, California) agreed to produce an article for publication in a professional journal.

Consortium Projected for Gaining Adoption of Resource Guides Proposed	Robert Poland of Michigan State University, proposed that a model that he developed be used to provide in-service education and to gain adoption of the materials. In addition to Mr. Poland, Wanda Blockhus (California), Clyde Welter (Georgia), Harry Huffman (Colorado and Rocky Mountain states), and Carmela Kingston (New Jersey) agreed to investigate the possibility of forming a consortium and preparing a project proposal.
Adjournment	Harry Huffman thanked the committee members for their contribution, and the meeting was adjourned at 11:00 a.m.

SECTION C:

BO-CEC NATIONAL DISSEMINATION CONFERENCE

JULY 15-16, 1975

DISSEMINATION CONFERENCE

for

State Supervisors and Leaders

BUSINESS AND OFFICE CAREER EDUCATION CURRICULUM PROJECT

July 15-16, 1975

New Albany Hotel
17th and Stout Streets
Denver, Colorado

July 14, 1975 (Monday evening)

7:00 p.m.	Registration and Social Hour, Emerald Room

July 15, 1975 (Tuesday)

8:00-8:45 a.m.	Registration
8:45-9:15	Conference objectives, Harry Huffman, BO-CEC Project Director
9:15-9:45	Sequential Planning of CE, James H. Wykle, Business Education, U.S. Office of Education, Washington, D.C.
9:45-10:15	Coordination with Other Occupational Clusters, Patrick J. Weagraff, member of the BO-CEC National Advisory Committee, and Associate Commissioner, Division of Occupational Education, The Commonwealth of Massachusetts, Boston, Massachusetts
10:15-10:35	Coffee Break
10:35-11:05	CE in Elementary Schools, Janet Sutherland, EPDA Fellowship recipient, University of Illinois, Urbana, Illinois
11:05-11:15	CE in Middle Schools/Junior High Schools, Harry Huffman
11:15-11:30	Resource Guides for Junior High School Teachers, Clyde W. Welter, Curriculum Director, BO-CEC Project, on leave from Georgia State University, Atlanta, Georgia

11:30-12:00	Resource Guide for Junior High School English Teachers, Craig Minbiole, Kelly Junior High School, East Detroit, Michigan
12:00-1:30 p.m.	Lunch (on your own). Please plan to dress for the evening outing so that you can leave promptly at 3:45 p.m.
1:30-2:00	Industry and Career Education, Gilbert Stevens, BO-CEC National Advisory Committee and Director, General Services Division, Douglas Aircraft Company, Long Beach, California
2:00-2:30	Resource Guide for Junior High School Math Teachers, Ingrid Dooms, Northern High School, Detroit, Michigan
2:30-2:45	Coffee Break
2:45-3:15	Resource Guide for Junior High School Social Studies Teachers, Celestine L. Mongo, BO-CEC Associate Curriculum Director, on leave from Northern High School, Detroit, Michigan
3:15-3:45	CE in Irvington School District, Fremont, California, James B. Mayo, Director of Career Education, Fremont-Newark Regional Occupational Programs, Fremont, California
3:45	Bus loading for Colorado Springs outing. Departure immediately.

July 16, 1975 (Wednesday)

9:00-9:30 a.m.	Resource Guide for Junior High School Business Education Teachers, Clyde W. Welter
9:30-10:00	CE in Secondary and Post Secondary Schools, Robert A. Ristau, Head of Business Education, Eastern Michigan University, Ypsilanti, Michigan
10:00-10:30	Pre-Service and In-Service Teacher Education for CE, Carmela Kingston, member of the BO-CEC National Advisory Committee, Division of Business, Trenton State College, Trenton, New Jersey
10:30-10:45	Coffee Break
10:45-11:30	Business Ownership CE Project, O. J. Byrnside, member of the BO-CEC National Advisory Committee and Executive Director of National Business Education Association, Washington, D.C.

11:30-12:00	Results of the BO-CEC Materials Evaluation, Clyde W. Welter
12:00-1:30 p.m.	Planned Luncheon and Speaker
	Testing and Measuring the Results of New CE Curriculum Materials, James J. Lynn, Vocational Education Unit, California State Department of Education, Sacramento, California
2:00-2:45	National Network for Curriculum Coordination, for Vocational Technical Education, William E. Reynolds, Center Director and Chairman, NNCCVTE
2:45-3:45	The Group within the Group, Jeffrey R. Stewart, Professor of Business Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, and Donald Zahn, BO-CEC National Advisory Committee, and Supervisor of Business and Office Education, Wisconsin State Department of Public Instruction, Madison, Wisconsin

PROGRAM NOTES

During the luncheon recess on Tuesday, dress for the Colorado Springs outing to leave promptly at 3:45 p.m. in front of the hotel. You may need a sweater or jacket, since the temperature often goes down to 50°-60°.

State Department representatives should sign their outing tickets to validate them. Other participants may purchase tickets for $4.50 at the registration desk.

The BO-CEC Conference will close promptly at 4:00 p.m., Wednesday.

Leave your Questionnaire with Myra Altfest. If you want to give her a description of some outstanding programs in operation in your state, please see her during the conference. Brief descriptions of your outstanding programs may appear in a Business Education publication of the National Association of Secondary School Principals. Good chance for us to promote Business Education!!

Reimbursement to state department personnel for air coach fare requires you, while you are here, to sign your name and record your social security number on a reimbursement form. Please send your air coupon to us upon return home as required by our Contracts and Grants Office.

See Velma Gallagher to sign the forms and to answer questions about reimbursement.

BO-CEC DISSEMINATION CONFERENCE

July 15-16, 1975

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(In alphabetical order by speaker)

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O. J. BYRNSIDE
EXECUTIVE DIRECTOR
NATIONAL BUSINESS EDUCATION ASSOCIATION

BUSINESS OWNERSHIP
CAREER EDUCATION PROJECT

O. J. Byrnside, Jr.

During these past few years in the history of education, we have all seen the increased emphasis on career education and, at long last, the career of teaching business subjects is receiving the recognition it has so long deserved. The idea that the main point of education is to prepare students for a lifetime of purposeful, rewarding work is no longer a less-heralded notion than that of teaching them an appreciation of literature, art, or music. What we've been hearing so often lately is absolutely true--vocational education is no longer at the bottom of the educational ladder.

And as we have seen business education finally come into its own, we've been able to pinpoint specialized areas in our field that were previously neglected. Such an area is business ownership and management. It would be impossible to find very many places in previous years where education for THAT could be found. And it is still not easy to find such educational opportunities today. But we have made a beginning. . .

In 1968, the U.S. Census Bureau listed 9 million proprietorships, 900 thousand partnerships, and 1.5 million corporations--a total of almost 12 million businesses. This number suggested almost 15 million owners, an appreciable part of the civilian work force. Very few of these business owners are involved in large corporations. Most of the businesses are small; a large number of them realize net receipts of less than $10,000 per year. But large or small, each business is a vital part of American life. Yet strangely enough, the business owner has usually been a nonentity in the mind of the public. Ownership as a role is so little recognized that we have typically not had the foresight to prepare young people educationally for such an eventuality.

Educators have spent a great deal of time and effort training young people to be employees, but little if any time training them to be owners of businesses--in spite of the fact that more of them will eventually be owners than members of any other single profession. Some careers practically demand the ownership role at some time--like farming and pharmacy. Present statistics are not encouraging for students who will eventually become business owners. There is an appalling failure rate among new businesses--as many as 34 percent fail within the first three years. And a great number of these failures are directly linked to inadequacies in the educational system. Clearly, there is a pressing need for a career program in the area of business ownership--a program that would benefit both future owners and their employees and customers.

With this goal in mind, the National Business Education Association applied for and received a grant from the Bureau of Adult and Vocational Education of the U.S. Office of Education. The 30-month project was established to develop a business ownership and management curriculum to be used at the prevocational and exploratory levels (grades 7-9) in order to awaken young people to the wide variety of ownership careers available and create the necessary resource material. The objectives

were to make students aware of the problems business owners have to solve, the means available for solving them, the demands made upon business owners, and hopefully, the emotional and financial rewards of successful ownership.

Since a major emphasis of the project was to develop career opportunities for minority youth, assembling the project staff involved the selection of staff members from a number of minority groups. The Small Business Administration and the U.S. Department of Commerce gave assistance in the areas of the project that related to their particular concerns. Project staff members blended experience from both business and education. Many were chosen from the field of education who had had previous experience in the entrepreneural role. In addition to the primary staff, additional specialists were enlisted to participate in the development of the project.

During the project's initial stages, much time was devoted to discussing the project concept with leaders in the business education field. During this time, a finalized version of the research concept, including the specific components within the curriculum module, was developed.

The first phase of the project involved a survey of the field for existing materials appropriate for use at the junior high school level. The literature search was extensive, utilizing the ERIC system, the U.S. Government Printing Office, various publishing houses, major school systems throughout the country, state education agencies in all 50 states, and a call for information published in BUSINESS EDUCATION FORUM. Although the search was not completely fruitless, it did reveal that a very limited amount of material suitable to the target population was available.

The project staff reported that the dearth of materials was, although not surprising, certainly disheartening. They prepared an annotated bibliography that included a number of films that, with careful teacher preparation, could be effective for the target age group.

The next step was the development of behavioral objectives that would provide the framework around which the curriculum itself would be developed. Most important at this point were the particular goals that had been delineated in the U.S. Office of Education's career education models. These goals were integrated into all phases of the curriculum project on business ownership and management. The one basic affective objective was to assure that the student would develop the ability to evaluate business ownership and management as a career choice in direct relationship to his own abilities, interests, and needs.

Development of the necessary curriculum materials was the next phase undertaken by the project staff. The original plans called for an 11-hour curriculum made up of four sound filmstrips, a business simulation game, and a complete teacher's guide. The intent was for the material to cover business ownership and management in its broad context without concentrating too heavily on the "how-to" aspects. It was felt that this type of coverage would permit the junior high school student to

(1) have a general understanding of the advantages and disadvantages of business ownership, (2) recognize whether or not ownership is likely to fit into his own future when it becomes time to make that career decision, and (3) become aware of the educational areas in which he must achieve some level of competence should ownership be a suitable choice for his future.

Since there are no required business courses for seventh grade students, the core curriculum of the project was designed for implementation in the social studies classroom. Every junior high school student must take part in the social studies program, so they would not only be introduced to business ownership and management as a career choice but would also discover business as a general field of interest for consideration in their future plans.

Because of the wide disparity in the reading ability of young students, it was decided that four sound filmstrips would be the most effective means of conveying factual material. The films average between 15 and 20 minutes, and both photography and artwork were included to provide the most appropriate illustrations. Most of the people in the filmstrips actually operate and manage their own businesses--men and women, black and white, Spanish-speaking and English-speaking, young and old.

The first of the four filmstrips developed was entitled "Business Ownership." It introduces ownership and management and discusses business and its operations in a general way. The film gives examples of people who own and manage their own businesses before they're 21 years old and points out the diversity of business fields. Some occupational areas shown and clearly identified are farming, automobile mechanics, service station operation, cosmetology, veterinary medicine, dress manufacturing, fast-food franchises, clothing design, and operating a grocery store.

"Marketing" was the title of the second filmstrip, which deals with the marketing function of business ownership and management. There are a great many aspects of the marketing function that young people find difficult. Everyone is familiar with advertising, and almost everyone is familiar with the various types of selling. However, such tasks as the development of a sales forecast or a sales projection are not within the frame of reference of most young people (or indeed, many adults). Market research is another area comparatively alien to most young people. Since it was impossible to explain all the components that make up the marketing function in a 20-minute filmstrip, the attempt was made simply to present an overview. It was determined that additional reinforcement would be required either in the core curriculum, the ancillary materials, or both.

As students in the junior high age group are especially interested in interpersonal relationships and the emotions that people experience, the project staff correctly anticipated that the third film, "Personnel Management," would be the most popular. The film points out that personnel management can be one of the most interesting, yet most challenging, aspects of a career as a business owner or manager and also attempts to explain why people go to work. Students readily recognize that people

go to work to earn money and that money is necessary in order to live comfortably or, perhaps, to simply survive. Somewhat more difficult to grasp is the abstract concept of personal rewards. To say that someone is "happy in his work" would convey this specific idea only to someone who has had the experience. A young person who has never had a work experience and who does not relate school work to job work would not have such a frame of reference. Some concepts are somewhat easier to understand because almost every student has, at some time, accomplished something of which he felt proud. Once again, however, it was determined that this area would need further definition in class discussion--that the filmstrip alone would not be able to convey, specifically, the concept of personal rewards.

"Financial Management" was the title of the fourth film, and to make it both informative and interesting for the students, a great amount of effort was required. Conveying such a large number of concepts to the students and maintaining their interest was a formidable task and several of the first attempts were rejected after selective pilot testing proved them to be unsatisfactory. The final effort incorporated both artwork and pictures of people at work in order to provide as much variety as possible and reawaken interest before it seriously lagged.

In all of the filmstrips, the staff worked diligently to provide examples suitable to the age and grade level. There was a concerted effort to assure that examples would be meaningful to all students, regardless of their circumstances or environment. Everything was reviewed and rechecked time and time again to assure appropriateness of the materials and to eliminate anything that could be considered remotely offensive to anyone.

After this work was concluded, initial testing of the impact on students in differing economic sectors was conducted and further changes were made. The staff then completed the teachers guides, lesson plans, study sheets, ancillary materials for reading and mathematics classes, and a special ninth grade curriculum. Naturally, the development of these materials was a slow process of trial, testing, rewriting, and further testing. Separate evaluation devices were designed to provide feedback from students and teachers, parents, and business owners and managers.

Although the original curriculum design included plans for a business simulation game and pre- and posttests as part of the project, pilot testing proved them unsatisfactory for the purposes of the curriculum. The judgment of both teachers and students was that the game was too complicated and the tests were not conducive to the kind of relaxed atmosphere that should accompany an exploratory program.

After copies of all the materials were printed, arrangements were made for final pilot testing. Wishing to include as wide a range of ability levels and experience bases among student participants as possible, the staff devoted considerable time to the selection of schools for initial testing of the curriculum. Two public schools and one private church-supported school in Miami, Florida, implemented the program for their seventh and eighth grade students who represented diverse backgrounds and economic levels. Public school students in the seventh, eighth, and

ninth grades, most of Mexican-American ancestry, tested the curriculum in a predominantly rural area in the Rio Grande Valley area of South Texas. Of the 4,300 students involved in the pilot testing, 1,800 were seventh-graders, 2,000 were eighth-graders, and 500 were ninth-graders.

The method was the same at all schools. After gaining approval from the superintendent of schools and principals, the materials were sent to the schools for review by the teachers involved, and a preservice meeting was scheduled to present further suggestions and answer any questions. The staff was satisfied with the results of the pilot testing and felt that excellent data was returned.

It was, of course, necessary to conduct another review and revise the materials after the final results of the pilot testing became clear. The core curriculum needed the most extensive revision and several minor changes were incorporated in the exact sequence of ancillary materials. The lesson activities were expanded to permit students to sample more of the diversity of the ownership role. Also, the means of evaluating learning was changed to an essay at the conclusion of the module, in which the student is asked to discuss whether or not he feels he would be interested in ownership and management as a career, and why.

During the 30-month time period of the study, the staff did encounter one viewpoint on many occasions that they felt was of particular significance and importance. Many employers who had experience in developing and operating a business felt that an intensive course on both the junior and senior high school levels should be developed to teach business ownership and management as a vocational skill. These people were most enthusiastic about the value of such a curriculum.

Within the project itself, a special ninth grade curriculum was developed to include the information necessary for students to set up quasi-corporations. The procedure outlined all the steps necessary for incorporation under the law. Incorporation laws of all 50 states were studied carefully, and a packet was developed to cover the specific points and regulations in as uniform a manner as possible. In addition, the curriculum includes information on stocks, being a stockholder, and the techniques used in establishing a business.

The ninth-grade materials are meant to be used with students such as those in a basic business class or in a cocurricular activity such as a youth club. It is designed to be interspersed with the usual classroom activities, and days or weeks can intervene between use of the lesson plans. The goal of the module is to permit students to experience in a semicontrolled situation some of the activities and decisions involved in operating a small business. The teacher simply acts as a catalyst and a guide, helping each student find his own way through the experience.

In the course of the curriculum, the class selects a business activity, establishes a corporation, selects jobs, and actually operates the business. They deal with investment money, income, and expenses, earning stock in the corporation in lieu of salary.

After the project staff completed all the work and supervised the pilot testing on the various curriculum materials, final revisions were made, the films were duplicated, and the project report was edited and submitted to the National Business Education Association. NBEA delivered the completed project to the U.S. Office of Education, where the materials were routed to ERIC and disseminated to selected USOE curriculum centers throughout the country.

The U.S. Office of Education has given its approval for the Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9) materials to be duplicated and made available to interested parties in the field. If NBEA decides to make provisions for publishing and distributing the project materials, the price and ordering information will be announced in one of the early issues of the 1975-76 volume of BUSINESS EDUCATION FORUM. That decision will be made at the September 1975 meeting of the NBEA Executive Board.

SPEAKER:

INGRID DOOMS
MATH TEACHER
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DETROIT, MICHIGAN

July 15, 1975

RESULTS OF THE BO-CEC PROJECT

WITH 9TH GRADERS

AT

NORTHERN HIGH SCHOOL

by

Ingrid Dooms

RESULTS OF THE BO-CEC PROJECT AT NORTHERN HIGH SCHOOL

by Ingrid Dooms

One year ago, if someone had asked me what is career education, how is it used in the classroom and can it be used effectively in the junior and senior high school curriculum, I doubt if I'd have been able to answer them. But now, as the result of working with the BO-CEC Project, I confess to being a strong believer in career education.

Career education is more than just teaching and giving information about careers. It should include:

a) self awareness and values clarification
b) realistic examples of careers
c) vivid illustrations
d) a correlation between subject and careers
e) stimuli for further study
f) opportunities, encouragement and suggestions for personal experiences
g) programs, outcomes and goals.

Because of the way I feel about my students, I want them to get more out of my classroom than pure mathematics. I want to help them to be more positive about themselves and the future, and more realistic and aware of the world of work.

The students that I've been working with this year come from very similiar backgrounds. Most of the students come from broken homes with the average family income less than $5000 a year. The average daily attendance is about 70% of the total number of students enrolled because of baby sitting, transportation and personal problems. The student teacher ratio is about 25 to 1, the student counselor ratio is about 220 to 1, and the individual student cost for an education is approximately $700.

This year, more than 80 students participated in the project. their knowledge of business was minute and what they did know was unrealistic, based on current television shows and personalities such as Della Street and Perry Mason. Their goals in life seemed,

at this point, somewhat unrealistic, in that they were not in tune with their academic achievements. Many students with very poor math and science backgrounds wanted to be doctors, others who could not read wanted to be lawyers. Several had these aspirations because they were functioning under the misconception that in order to be successful in life one must either study medicine, law or education, and they definitely didn't want to "be bothered with the problems within the schools today." There were no other career education programs at Northern other than through the Industrial Arts classes, which completely left the females out. Because of these factors, I, as a teacher, could see the necessity of career education at Northern and my students felt the need also.

The BO-CEC materials in themselves are outstanding. Miss Wolan works with the English Resource Guide and uses a lot of role playing in the implementation of the materials. The technique was so successful with her class that it became a part of the regular class routine. The students came up with a term "not employable," which was used in reference to students who showed undesirable classroom behavior. If a student could not respond to questions in a job interview correctly, or if a student was rude in class, the other students would point out for him that "you're not employable." This technique not only helped curb classroom disturbances, but encouraged students to develop good employable attitudes and skills.

Miss Wolan and myself found games such as "Which One Would You Hire?" to be very successful. This helped the student think of employable skill by making him ask questions as an employer.

The most successful optional activity in the materials was the use of guest speakers. Here students were able to talk with and observe workers in the particular jobs discussed. Students were quite impressed with workers such as farmers, construction employees, small business owners and television station personnel because of the realization that their preconceived ideas were false.

The reactions to the materials was even more favorable. Deborah Carter, a student in a Detroit architectural school, was literally

shocked when she saw the math unit on architecture. She asked for a copy of the materials to show her teachers at school and to study for a test. She indicated that it covered the topics given at school very thoroughly and was "great."

Mary ann Wolan, teacher, and Jewell Green, Math Department Head at Northern, were so impressed with the materials that they want to have an in-service workshop to show all of the math and english teachers at Northern how to use the materials and the optional activities.

The reactions by the students were positive also, and are stated in their own words:

Eric Webster

I like BO-CEC because it told me about careers best for me.

Lushell Williams

I would like the BO-CEC Project more if it had more speakers and shorter assignments.

Bobbie Thompson

This was a very unique project.

Wilma Robinson

The BO-CEC Project is like a job, if you do good, there's a good grade. But, if you work poorly, you're fired or get an E. This shows that there are a lot of jobs out there, not just secretarial or clerks.

Raymond Limberick

BO-CEC lets me see the many job opportunities awaiting me and many jobs I didn't know existed. It probed into the career background and salary pay. I liked it and think its very good in helping me find a job in case I change my mind about my career goal in the future.

Marilyn Walker

The BO-CEC Project taught me a little more than I already knew about math. It would be nice to have it as a regular class at school.

Sidney Howard

Since we've been working in BO-CEC it has really improved my math skills and it gave me an idea of what I want to be in the future.

Frances Colona

Personally, I enjoy BO-CEC because it gives you the true facts of different occupations and really tells you what they do on the job. It prepares you for what you might do.

Virgil Williams

I think BO-CEC was very interesting. It didn't help me find a job because I didn't like any of the jobs we talked about.

Eric Harper

This program has been a big help in helping me decide what I want to be in the future, because it got me interested in something I thought I would never want to do.

Prisca Chaney

I would rather work with BO-CEC than math because its fun to learn about other people and their jobs. I haven't made up my mind yet, but I feel if I keep working in the BO-CEC Program, I will make up my mind.

Allison Johnson

BO-CEC didn't help me to decide on what I want to be because I already know that, but, it gave me a second choice and a third one.

Sherri Johnson

When we got into this new thing, working with jobs, I really felt I had to do better in school if I wanted to make my future life worthwhile. The materials also made a good impression on the teacher.

It showed us that not only was she concerned about us learning, but she was also concerned about showing us why we should learn. During the rest of my math classes, I would prefer more of what I did this year.

After working with these students for one year, I can only conclude that it is difficult to measure the change in attitude of these students. Although the test results show more knowledge of business careers, the most important improvement - the self-concept of the student - was not measured. But I know that my students can now say to themselves, I am somebody, even if I have to be a garbage collector instead of a doctor, or a clerk instead of a lawyer. Ther interviews with the farmer and the factory worker brought this out, by showing how laborers can enjoy their work and take pride in it.

BO-CEC has given we teachers at Northern the opportunity to not only teach our students the subject matter, but show them how to fit into the world of work, avoid the unemployment and welfare line and hence still enjoy a career. This is done by showing our students a choice within reach and in the realm of realism.

SPEAKER:

CARMELA KINGSTON
DIRECTOR
NATIONAL SYMPOSIUM FOR BUSINESS
AND OFFICE EDUCATION CURRICULUM GUIDELINES

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION FOR CAREER EDUCATION

Dr. Carmela C. Kingston
Professor of Business
Trenton State College

As you know, career education is a major focus of attention at all levels of education. Evidence of the career education movement is manifest through a wide range of activities, pilot programs, and research projects on the local, state, and national levels. Considerable money and effort have been expended. Workshops have been provided for leadership personnel and teachers affected by various pilot projects, and the people involved in the workshops have come from a variety of disciplines. However, merely providing in-service education for those involved in pilot programs is not enough.

Pre-service Teacher Education

There exists a great need for the inclusion of career education concepts in the pre-service undergraduate teacher education program. Additionally, an expanded offering of these concepts at the graduate/in-service level is essential for successful implementation of career education. This is of particular importance if the infusion of career education concepts is to be successful in the traditional academic subject areas. If colleges and universities have the responsibility of training teachers who will in turn continue to perpetuate the ideas and ideals of our nation, it would seem quite fitting that colleges of education design programs of studies that will foster career education in the elementary and secondary schools.

In this regard, Dr. Kenneth Hoyt, presently Associate U. S. Commissioner for Career Education, has stated that administrators, counselors, classroom teachers, coordinators and community workers are key persons in the development and implementation of career education. He suggests that educational personnel who are receiving pre-service training in colleges and universities need to learn how to conduct and how to relate to career education programs. He believes this would require the reeducation of many, if not most, college and university teacher trainers. An even lengthier task involves the retraining of virtually every person in every education institution in the nation if they are to understand the philosophy and methods of implementing career education.

Teachers are of paramount importance in the development and implementation of the career education concept. They must be aware of manpower trends, theories of career development, resources, dignity of work, life role concepts, the cluster approach to occupations, and they must possess an understanding of the total career education program. When they have developed

these competencies, they will be able to provide others with the ability to select, enter, and succeed in a career with a degree of economic independence and a personal sense of worth, whenever they decide to leave the formal educational setting.

It is the responsibility of teacher education institutions to keep abreast of change. The continuing challenge to teacher educators is to prepare professional teachers and to keep them current. Teachers must be able to provide meaningful educational objectives for their individual teaching disciplines. Simultaneously, they must employ effective methodology and provide relevant experiences necessary to achieve individual career education goals.

If, indeed, comprehensive career education includes a sequentially-developed education program offering career awareness, orientation, exploration, and job preparation for all students, then it is essential that all teachers possess the necessary skills to understand, develop, and foster such a program. It is not enough to be acquainted with just one aspect of career education. An understanding of a total program of career education and its objectives is imperative.

If we are serious about including career education concepts in preservice education, then curriculum review is in order. Most teacher education programs have a limit on the number of professional courses and credits they may offer as part of the total undergraduate program. It is extremely difficult, if not impossible, to add courses. That indicates, then, that curriculum revision must take place. It is essential that there be a well-planned cooperative effort among teacher-educators to determine what content should be included and what strategies should be employed to achieve the desired goals and the career education competencies within the present curriculum framework. How this will be done depends upon what is to be accomplished and how dedicated the staff is to the idea.

In the State of Oregon, a special research project was funded: Career Education: An Integral Part of Teacher Education. The purpose of the project was to outline a developmental strategy which would result in all prospective teachers having opportunities to become acquainted with career education concepts and to see how these concepts could be incorporated into their classroom teaching. A major objective of this project was to identify the career education competencies needed by teachers as they attempt to implement and utilize career education.

The study centered around what teachers need to know or be able to do as they adopt and apply the concepts of career education. Specifically, the primary purposes of the study were to identify the common career education competencies needed by elementary and junior high school teachers and to identify where in the professional preparation of a teacher, be it undergraduate or graduate/in-service, it is best to develop them.

Fifty career education competencies were identified. Although the study dealt primarily with elementary and junior high school teachers, the competencies identified are needed by high school teachers also. The competencies

centered around resources, dignity of work, life role concept, requirements of occupations, reasons for education, evaluation of manpower trends, theories of career development, career planning, measuring students' interests and abilities, and understanding a total career education program. It was suggested by the researchers that teacher training institutions and others responsible for staff development give serious consideration to the competencies identified in the study as a possible base for developing behavioral objectives and curriculum material.

Time does not permit a discussion of all the fifty career education competencies identified by the Oregon project. However, I have selected a few of them. Several appear particularly related to the grades 7 - 9 objectives of the BO-CEC Project. It was determined that teachers should be able to direct students in: doing research on occupations and identifying the physical and intellectual requirements of occupations that are of interest to them, identifying the physical and intellectual requirements of occupations related to subject matter units covered in class, identifying occupations that are compatible with their interests and abilities. Teachers should be able to work closely with guidance and counseling staff to implement and improve the career awareness and/or exploration program. They should be able to identify career awareness and/or exploratory resource material and to identify career education resources and/or services available from the community for enriching their instructional program. Additionally, at all levels, they should be able to help students recognize advantages of career planning, utilize individualized or special instructional materials developed for use in career awareness and/or exploration, utilize "hands-on" or applied classroom projects in which the tasks of real workers are simulated, and identify for students the career opportunities related to subject matter units covered in class.

Further, it was determined by the Oregon project that the preferred place to initiate the development of each competency is at the undergraduate level. The preferred place to complete the development of each competency is at the graduate/in-service level.

In New Jersey, as in other states, there is a great deal of interest in competency-based teacher education. State-wide subject area task forces have been working for several years to identify competencies needed by beginning teachers. It is my understanding that some, if not many, career education competencies have been included in all of the subject areas. Of course, they are an integral part of the business and distributive education teacher competencies. Trenton State College has consented to participate in a two-year feasibility study.

With input from recent education graduates, teachers, and administrators in the field, professional associations, students in our laboratory experience, and a community advisory committee, the business and distributive education professors have spent many hours in determining the level of the competencies, in discussing the curriculum modifications necessary to ensure inclusion of all of the competencies identified, and to determine

the instructional strategies which could or should be utilized.

We will be assessing the use of several alternate approaches to the teaching of the professional courses during the next year and are cooperating with the Ohio State University in the field testing of professional vocational teacher education modules.

Additionally, we are in the process of modifying the professional courses to include more emphasis on the levels of career education, the cluster approach to curriculum, on career development and guidance, and on career education experiences. We have encouraged our students through our business and distributive education organizations, or on an independent study basis, to get involved with career education in the elementary and secondary schools prior to student teaching. Our collegiate DECA group has been particularly active in this regard and have served as resource people in elementary and secondary school career programs. Also, in keeping with the spirit of career education, we have expanded our pre-student teaching laboratory experiences for our business education majors.

In-service Teacher Education

Before career education can be implemented to its fullest, it will be necessary for in-service teachers to become aware of and be trained to function in the classroom emphasizing career education. It is, therefore, necessary for them to examine their attitude toward the work ethic, and to decide whether the traditional approach to teaching and the traditional subject matter are providing the type of education and training that is needed by the youth and adults of today.

Teacher educators must become familiar with the career development aspects of education, and in-service programs should be modified to provide specific teacher preparation in this area.

Ralph Ressler emphasizes five objectives which he believes all teachers should be encouraged to achieve: 1) To improve overall pupil performance, by using a career development theme. 2) To broaden occupational concepts of students. 3) To increase each student's self-awareness and his relationship to the world of work. 4) To improve student attitudes concerning work. 5) To provide students with a warehouse of knowledge and understandings for eventual use in career selection.

Traditionally, educators in disciplines other than vocational education have stated strong negative feelings about vocationalism and professional schools which train young people for jobs with less than a complete liberal arts tradition. Consequently, some of these teachers and professors may have a dim view and ignore or oppose career education. Yet, the success of career education will depend to a large extent upon the support of these people. It appears, then, that a total personnel renewal program, or as it is commonly called, an in-service education effort, is essential. The effort will demand the acquisition on the part of all involved in the education

enterprise of a new set of skills, attitudes, values, and knowledges. Included within this group must be not only teachers who will be in the forefront of the program but also administrators, supervisors, state department officials and other leadership personnel.

Implementation of career education will require that in-service classroom teachers acquire new knowledge and expertise if they are to become active participants in career education. A vast majority of teachers have never had work experience outside the field of education. Neither do they understand the career implications of the subject matter they are trying to help the students learn. One of the tasks of in-service training would be to increase the awareness of in-service teachers to the career components of their subject matter. Implementation of an effective and comprehensive K - Adult education program requires a number of basic changes in instructional philosophy and method.

In New York State, for example, a number of career awareness workshops have been designed for classroom teachers. These worksnops enroll general as well as occupational educators and are probably best exemplified in the pattern existing in the Erie County area where the program is administered for graduate collegiate credit in cooperation with The State University College at Buffalo. This program now has 3 sections of 25 participants each which meet weekly throughout a semester at a variety of businesses, industries, and government agencies in and around the greater Buffalo area. Each session is devoted to one of the occupational clusters. Presentations are made by representatives of the cluster and provides an opportunity for participants to become better acquainted with the wide variety of career opportunities in the region. Although these programs have been designed to commence at 4:00 P.M. and terminate at 6:30 P.M. many of the industries have hosted the group for dinner and provided additional program content resulting in participants remaining into late evening. Obviously this kind of background and understanding can be most influential as the teacher returns to the classroom.

Recognizing that in-service education is vital to career education delivery in order to provide new knowledge, attitudes, and skills for teachers, a comprehensive career education model (CCEM) was developed by the center for vocational and technical education at the Ohio State University. They accepted the position that if in-service is to be successful in affecting behavioral change, two very important conditions must exist. First, the program must be designed to meet the needs, interests, and concerns of the clientele it serves. Second, the clientele must have a voice in determining the ways and means that are used to alleviate their concerns. In addition, they found that the program must allow for the modern processes of group dynamics, for practical approaches to identifiable problems, and for horizontal and vertical communication. If professional staff development is individually tailored and continually revised based upon self-assessment, a great deal of planning and coordination will be required on the part of the in-service coordinators as well as the participants. It is necessary to utilize individualized instruction based on individual career aspirations. Careful planning is necessary to encourage this change.

The Eighth Annual National Vocational Education Personnel Development Seminar sponsored by The Center for Vocational Education was held in Madison, Wisconsin, this past October (1974) and was devoted exclusively to the topic of in-service education for the 1980's. At that seminar Dr. Robert Worthington, former Associate U. S. Commissioner of Education, discussed the responsibility and accountability for in-service vocational education personnel development. He emphasized the need for a cooperative effort between federal and state governments, state and local education agencies, colleges and universities, schools, teacher organizations, community groups, and business and industry in regard to the planning and funding of in-service programs in career education. He believes that the ultimate accountability for in-service programs is with the education profession and with the state department personnel, if the in-service program is funded by state funds.

Teacher education institutions must accept the challenge to provide the training and experiences necessary to assist teachers in acquiring and mastering competencies for the effective implementation of career education. Certainly there should be cooperation with state departments of education in the planning process. Vehicles for developing these competencies include in-service workshops, institutes, and courses made available during the school year and summer months for graduate credit at colleges and universities to prepare in-service teachers with materials, ideas, and methodology to be used in the classroom.

We have placed a great deal of emphasis at Trenton State College on graduate/in-service education for career education in our business and distributive education program. Units on career education have been included in appropriate courses, such as Curriculum, Problems and Practices, Principles of Vocational and Career Education, Vocational Guidance in Business and Distributive Education, and in the Seminars in the Improvement of Instruction.

As in our undergraduate program, we have modified existing courses to include an emphasis on career education at all levels and on its successful implementation. Students have been encouraged to develop materials and projects relating to career development in business and distributive education in elementary through adult programs. Some of the class activities include the development of units to assist in the career awareness and exploration levels. Specifically, units have been developed, field tested, and implemented in the elementary and middle or junior high schools in New Jersey and Pennsylvania. Units have been created, also, for use in the career development process on the high school and community college levels. Specifically, career days, career files, and career education programs utilizing total community resources have become a regular part of the secondary program as a result of the efforts of some of our graduate students.

Faculty and graduate students have worked within various communities to offer career development services for adults. Projects have been developed in such areas as: small business management, business ownership opportunities, women in business, career information regarding new and emerging

occupations.

We are attempting to have the students create within themselves a career education philosophy as part of their integral commitment to the field of education.

In conclusion, we are living in an era of a demand for "thorough and efficient" education. Career education appears to constitute and to provide a vitalizing thrust. The public reaction to the concept has been resounding. Many career education activities and research and development programs have been initiated. However, it is imperative that more attention be paid to the delivery system for such programs. The teacher's role in the implementation of career education is a crucial one. Teacher educators and others responsible for staff development must assume the initiative in assisting teachers to fulfill this role.

There must be a stronger involvement and commitment on the part of all of us in the education community to the development and expansion of preservice and in-service career education.

SPEAKER:

JAMES J. LYNN
VOCATIONAL EDUCATION UNIT
CALIFORNIA STATE DEPARTMENT OF EDUCATION

TESTING AND MEASURING THE RESULTS OF NEW CE CURRICULUM MATERIALS

A Speech Presented to

State Supervisors and Leaders

BUSINESS AND OFFICE EDUCATION CURRICULUM PROJECT

July 15-16, 1975

Denver Colorado

by

James J. Lynn
Project Director

Public Service Occupational Curriculum Project

Vocational Education Support Unit

California State Department of Education

Good Morning ladies and gentlemen --- I have the good luck and honor to talk to you for a few minutes on a topic that I'm sure is very dear to all of you --- "Testing and measuring the results of new career education curriculum materials".

Now, I imagine there are a few of you out there who literally "shutter" at the very thought of "testing" or "evaluation" or "accountability". At times I have caught myself lamenting --- "Is all this testing worth it?" What am I really proving? And I have heard many other educators bemoan the whole area of testing and measuring the results of newly developed curricula.

In view of the historical reluctance to test curricula, I would like to start right off with one of my main points --- testing your new curriculum --- and by that I mean pilot testing and/or field testing your new curriculum --- is good public relations! By field testing I mean actually trying out your curriculum in the field before your release it for general use.

Let me repeat --- a full scale field test of your new curriculum is great public relations. It really helps sell your curriculum. What do I mean by that? When you go out and (hopefully randomly) select school districts, or schools within your district, or classes within your school to participate in field test design, you are getting the local teachers and administrators involved. This involvement is key --- these local educators become active participants in your curriculum design and implementation. They make modification where necessary to improve your curriculum --- they praise your curriculum at in-service workshops. I know from personal experience, it is far better for a teacher from one of your test sites to discuss the many merits of your curriculum than you yourself (assuming you are the curriculum developer or project director). Your test site people are your allies --- they help you promote your curriculum. They help make the final product better because they 1) modified the bad and kept the good, and 2) actually tried it out with real students in a real educational setting. A curriculum that has been field tested is usually a much preferred curriculum to one that hasn't been field tested.

Some die-hards may still be thinking --- who cares if my curriculum is preferred or not? Well there may be a few of you who don't care, but let me just briefly mention a few people who do care. United States Office of Education (USOE) staff care --- they care enough to extend your grant period, or to award you another contract. State Department of Education staff care. They often base their state apportionments on local agencies that showed that they cared enough to field test. Local district administrators care -- especially now with concerned boards and parent pressure

groups demanding accountability. They care enough to keep the people who can show that they are making a difference --- and they are letting those go who can't document that they are doing anything worthwhile.

By way of example, let me briefly tell you about one such uncaring (and unknowing) assistant curriculum specialist, Charly Cognitive. He is having a conversation with his boss, the Bureau Chief for Business and Office Education, Mr. Bradshaw.

Charly: I have a problem.

Mr. Bradshaw: You feel that you have a problem?

Charly: Cut that out! What I need is a specific answer to a question.

Mr. Bradshaw: Okay! What's the question?

Charly: Well you see, I'm preparing a new career education curriculum. It's going to be interesting and exciting. But how will I know if the curriculum works?

Mr. Bradshaw: That is a very good question. The success of any curriculum depends upon your being able to show that it works. I think I can give you some useful techniques in curriculum design and evaluation. What are your curriculum objectives?

Charly: My curriculum is going to help many students. If my curriculum works, I will have made a great contribution to education and society.

Mr. Bradshaw: Your curriculum sounds important. What are your objectives?

Charly: I'm trying to decide whether to use programmed instruction, learning activity packages, or a micro-unit approach.

Mr. Bradshaw: Your instructional approach will depend, to a large part, on your objectives.

Charly: I went to a meeting on instructional technology last week. Maybe I could use computer-assisted instruction for my curriculum.

Mr. Bradshaw: I can't help you until you tell me what your objectives are.

Charly: I've spent a lot of time around a place where I studied and learned about how to evaluate new curriculum materials. I know all about threats to internal validity, and external validity. I've also learned how to perform complex statistical analysis and interpretation of curriculum research data. This place where I learned these things is that big ivy-covered building up on the mountain.

Mr. Bradshaw: That is good. But there is no reason for learning these skills if you don't know where you want to go --- what your objectives are.

Charly: I think it is important to cover as much material in this new career education curriculum as possible.

Mr. Bradshaw: Can you tell me what the objectives of your curriculum are?

Charly: My supervisor asked me that same question. I told her that I wanted to cover as many cognitive, psychomotor, and affective objectives as possible. She then told me that if I didn't have anything specific in mind, I might as well type a few letters for her. I wish she would stop giving me her work to do!

Mr. Bradshaw: Let's get back to your question. You want to know if this new career education curriculum that you're preparing will work. Before I help you to answer this question, you must tell me what your objectives are.

Charly: What difference will that make?

Mr. Bradshaw: As an example, if you want to enable your students to form more positive attitudes towards careers in business and office occupations, I can show you some ways to objectively measure their attitude change.

Charly: That sounds good. Thanks for your help. I've got to go.

Mr. Bradshaw: Wait! I haven't answered your question yet. I'll help you find out if your new curriculum will work if you tell me your objectives.

Charly: I'm sorry Mr. Bradshaw, but I'm late for another appointment. I really have to go.

Mr. Bradshaw: Where are you going?

Charly: Around.

It would be a fairly safe assumption to conclude that Charly won't be working in Mr. Bradshaw's bureau much longer. Charly wasn't able to articulate what he was doing.

Testing and measuring the results of new career education curriculum materials (or any curriculum for that matter) is important because it enables you to say that your curriculum works. And, in order to say that your curriculum works, you must have measurable objectives.

Now, obviously I can't begin to adequately cover the field of testing and measuring curriculum materials this morning. Therefore, my objective will be less grandiose, but hopefully obtainable. I would like each of you to come away from my presentation with an awareness of how we tested and measured the results of my career education curriculum, the Public Service Occupation Curriculum. This awareness I hope to accomplish in my oral presentation in my handout which briefly summarizes the proposed field test design for the public service project which I was involved in for the past three years.

In order to give you a "gestalt" of the PSOCP, let's now spend a few minutes and watch this specially prepared slide tape presentation on the PSOCP. Note especially in this presentation the comments and attention paid to the evaluation of the curriculum. You will see later in your handout, and hear on this slide-tape presentation, terms like: content validity, administrative feasibility, student learning gain, and product usability. These concepts were the intrinsic components of our testing and measuring of the Public Service curriculum. They are defined for you in the slide-tape presentation.

SHOW SLIDE/TAPE PRESENTATION

I hope that this presentation gave you some useful ideas on how to (or how not to) present your own respective curricula. The handout goes into more detail on how we evaluated and field tested the Public Service curriculum. Again, I hope that you will find this handout useful as a guide in testing and measuring the results of your curriculum.

I would like to pause now and make a transition. Rather than attempt to tell you how to test your curricula, I have a few main ideas about field testing your curricula that I hope will be useful to you. There are five main points I want to leave you with, with regards to field testing and measuring your career education curriculum. Two of these I have already briefly discussed (blackboard) --- 1) field testing can be good public relations for you, and 2) measurement should relate directly --- and indeed spring from your curricular objective. Good curriculum design is essential to good curriculum measurement.

The Design I Use

Goals/Topics
Student Characteristics
Objectives
Content
Student Activities
Teacher Activities
Evaluation
Resources

Questions that practitioners often ask are: "How much testing do I need to do?" "How many tests should I use?" "How often should I test?" Questions like these are difficult to answer. However, I think my third point about INCREMENTAL VALIDITY will help you answer questions like these.

Incremental validity answers the question: "How much more (valid) information will I get by using this measurement device?" A test is said to have good incremental validity, if it tells you something new (larger increment of information) about the testee. For example, if you developed two or three criterion referenced tests all dealing with similar cognitive (factual) content of a typing course -- you would have low incremental validity. That is, each test would only give you a small increment more of knowledge about your students. However, if you instead developed one cognitive test to assess typing skill acquisition, and an attitude test to measure feelings and attitudes toward working as a typist --- you would have good incremental validity in your testing. That is, each of these tests added larger and different increments of knowledge about your students.

You can apply this same concept of incremental validity to testing for administrative feasibility, or product usability. It is usually a good idea to use many sources when testing and measuring --- however, be sure to keep incremental validity in mind. Don't spend all your time and effort developing six different techniques to measure product usability and ignore

Public Service Curriculum on Regional Occupation Program (ROP) students in California. All students involved in ROP's in California were therefore my Target Population. I was able to randomly identify four districts to conduct my field test in. All students in these four district ROP's became my experimentally accessible population (EAP). I then had to randomly select samples of students from these EAP's. I am gathering the data on this design now. My conclusions and recommendations will, first of all be generalized from the random selection of student samples within each EAP to the four EAP's themselves. Then --- most conservatively and cautiously will I attempt to generalize from the EAP's to the target population, all ROP students in California.

Many researchers have a fuzzy notion about sampling and make preposterous claims to large populations based on their inadequate sampling design. I ask each of you to be aware of this very common pitfall in testing and sampling. Remember you have to randomize from the target population to the EAP's, and from the EAP's to random samples within the EAP's. It is a good rule to be cautious when talking about the generalizability of your curriculum.

That completes my presentation. I hope you will read the handout and refresh your memory concerning the five main points I discussed in regards to testing and measuring your new career education curriculum.

SPEAKER:

JAMES B. MAYO
DIRECTOR OF CAREER EDUCATION
FREEMONT-NEWARK REGIONAL OCCUPATIONAL PROGRAMS
FREEMONT, CALIFORNIA

Remarks by Jim Mayo, Director of Career Education
Fremont Unified School District
Presented at Denver, Colorado, July 16, 1975

The first question that comes to most people's mind is, "What's a Fremont?" Twenty years ago a group of five unincorporated farming communities located midway between Oakland and San Jose on the east shore of San Francisco Bay formed a city. Today Fremont is a city of 118,000 people. It is typical of white, middle-class surburbia U.S.A.

The Fremont Unified School District enrolls 32,000 pupils, K-12, -- 38 elementary, 6 junior highs, 5 9-12 high schools, and 2 continuation high schools. In addition, regional occupational programs are operated in conjunction with a neighboring district. Fremont's problems typify many districts with declining enrollment, lack of industrial tax base, high salaries, and so forth. In fact we can say we are bankrupt because this year it's true. We have frozen all staff at last year's salaries, stopped hiring (including replacements), and cut the heart out of our educational programs in order to present a balanced budget this year. That's how desperate we are.

Despite this gloomy portrait, things are happening in Fremont. We can point with pride to a relatively large vocational enrollment. Over 50 percent of our 9-12 students are currently enrolled in one of our 24 occupational preparation programs. We are very proud of what we consider a sound work experience program. Last year over 1,200 students, or 25 percent of eligible students, were enrolled. Fremont was selected by the U.S.O.E. as one of 50 districts in the United States as having exemplary programs. I want to stress work experience because it was the foundation for our work with the Public Service Cluster and, therefore, the beginning of Career Education in Fremont.

In the State of California the Education Code authorizes three types of work experience. Exploratory Work Experience is a no-pay, short-term guidance program. Students that have not made a firm career choice can explore careers on the job. General Work Experience, the largest program, is for those students who work for pay in a variety of occupations, not directly related to their career goals. College prep students interested in pre-med may work at the "golden arches" of McDonald's. Is this occupational preparation? We believe it is because any kid who can last a year at McDonald's will be a great worker for somebody. Our third work experience program is Vocational or Cooperative. This evolved from the old distributive education programs. Students receive pay, work in an occupation directly related to their career goal, and are concurrently enrolled in a related vocational program.

Six years ago, 20 of us met for a week to establish the goals and objectives of work experience. We met in three groups to study the three types of work experience. After four hours of deliberations, our groups reported. It is interesting that all three groups, working independently, identified the same five goals. They were phrased differently, but in essence we were in total agreement that all types of work experience had the same purposes. It is interesting to note we were in unanimous agreement that the purpose of work experience education is <u>not vocational skill training</u>. They are occupation preparation but not skill training. The goals of work experience lie in the affective domain. Work experience is first and

foremost an attitudinal development program for those attitudes which we find difficult to develop within the institutionalized setting of the school.

Let me briefly go over these five goals. Goal #1 is the importance of school to work. We want our students to understand that the school courses they take are important to the world of work. Call it relevancy if you want to use that overworked term. Goal #2, personal growth--students must realize that a working person feels a sense of accomplishment and shows personal growth, independence, and maturity. We want them to begin to use judgment to accept instructions and suggestions in a positive manner and communicate well. Goal #3 is career investigation. Students will investigate career opportunities and requirements and compare them to personal abilities and expectations. We want the students to use their employer, co-workers, and school personnel as career resources, and we want them to understand the importance of career plans. Goal #4 is attitude. We desire that our students associate in a positive manner to their employer, employees, and the public served and school personnel. We want them to attend work and class when required, to be on time, to notify the employer in advance if they are going to be absent, to complete job assignments, to demonstrate that they can get along with their fellow workers, and to accept criticism. The last goal is assume adult roles. We hope that our students develop a comfortable feeling towards adults, adult roles, and responsibilities in the world of work. We want to see that they improve their job skills and continually demonstrate quality work; that they observe the regulations of their employer; that they demonstrate an awareness of the objectives of the business and its competitors; that they become aware of why we have wage deductions and labor laws; and that they show they are aware of employment procedures, practices, and requirements.

These five goals--importance of school to work, personal growth, career investigation, attitude, and adult roles are why we have work experience education in our district.

To verify and become accountable for our students' progress toward the goals, we administer an objective diagnostic assessment instrument. We pretest and posttest. This determines what we should be covering in the related instruction; it measures the student's individual growth; it gauges the total class growth, and it is an excellent method to inform our employers, parents, and other school personnel about the program.

Without getting into details, we have what we call delta conferences where the employer, student, and school coordinator meet and discuss the student's progress toward these goals. It's amazing how much mileage we get out of a delta conference.

Yes, we are very proud of our work experience program. We are proud of not only what it is doing for students, but what it is doing for us. Our instructors who are supervising students on the job are constantly in touch with the business community they are serving, and they get immediate feedback of criticism of where our schools are falling down and an education of what is new in the industry that they are preparing students for. It provides a vital link between the community and the school administration. And frankly, it is the best damn P.R. we have going in our district and we need it.

Our work experience program led us to the establishment of work experience classrooms. Within these classrooms we began to collect information on occupations. We had a mini-library and a student meeting place. We held our delta conferences there; students looking for employment came in on their free time to meet with the work experience coordinator; and we held our related classes in this location. This in effect was the beginning of our Career Guidance Centers.

When we saw the direction we were taking to expand our centers, we turned immediately to our counselors and said, "This is where you should be," and boy did we fall flat on our face. Many of our counselors are similar to counselors all across the country. They're individuals who lack experience in occupations because most of them came straight through college into teaching and then counseling. They were trained really in therapeutic counseling, not career guidance. Eli Guizberg said it best in an article in Occupational Outlook Quarterly titled, A Critical Look At Occupational Guidance. Most counselors have neither the training, nor the experience to work in a field as complex as occupational guidance and probably are not the logical staff to be doing it in the first place.

Who influences students in their choice of careers? Follow-up studies indicate 40 percent say parents and relatives, 30 percent say teachers, and less than 5 percent say counselors. Therefore, we are beginning Career Education with teachers and Career Guidance Centers.

Keeping in mind our financial plight, we could not afford and did not want high priced counselors in our career centers. Looking around our suburban community, we saw a resource one of our Superintendents, Don Thomas, called his "Cabin Fever" group. These are highly skilled housewives who quit working to raise a family, whose children are now in school, and who are bored with housework and television. We established a six hour a day position at near minimum wages and trained them ourselves. We required five or more years experience in personnel work or employment agencies. Despite the experience requirements and low wages we were flooded with applications.

Let me give you an example of what happened. One high school, Irvington High School, with 2,400 students (which happens to be our largest high school), opened up a small conference room off the library as the Career Guidance Center. From October through January over 11,000 student visitations were counted. Since that time we have had to expand this Career Guidance Center twice. All schools have Career Guidance Centers now, and they are probably the most popular rooms in the entire school.

With a solid foundation in vocational education, work experience, and Career Guidance Centers, we commenced investigation of feasible Career Education programs. Staff visited and reviewed Mesa, Arizona; Pontiac, Michigan; Los Angeles; the Mountain Plains Project in Montana; the Far West Laboratories in Oakland; and numerous state programs. We saw some good things, but nothing we could afford to maintain without financial assistance. Our search for a feasible Career Education system continued.

I met Dr. Pat Weagraff about this time and agreed to pilot test the Public Service Occupations Cluster in Fremont. It was one of the most enlightening experiences I have had in educational administration. For the first time we understood a complete cluster. The curriculum guides are extremely well done. I would recommend that anyone seriously considering implementing occupational clusters obtain and review these materials.

We did learn that the cluster system, as being developed, is not feasible.

In essence, we found out that the 15 occupational clusters system could not, I repeat, could not be implemented within the existing resources of the Fremont Unified School District. Even if we had sufficient funding, from God knows what source, there was not enough time in the day to have students explore all 15 occupational clusters, or ten, or eleven, or nine, or whatever number you picked. There simply is not enough space in the curriculum to infuse this vast spectrum of occupational information. And while we may want to change course structures, times of days, and teacher training institutions, it will be a long time before this is accomplished. We needed a simplified, cost-effective system for making students aware of what is available; what is appropriate for them within their own interests, aptitudes, and abilities; and a self-facilitating teacher training system.

This began our search for a valid and reliable testing instrument that could assist students find those appropriate occupations. Question--where are the occupations listed? In the Dictionary of Occupational Titles. Question--what test instrument is keyed to the D.O.T.? The General Aptitude Test Battery (G.A.T.B.). Could we afford this type of testing for 2,000-3,000 students? No!

Then we met Dr. Lee Foust from Oregon who was developing the Communications Media Occupational Cluster. Dr. Foust, rather than developing the curriculum and curriculum guides, was developing a functional approach to this entire problem that we were facing.

Suddenly we saw a ray of sunshine through the clouds. In Oregon the Employment Division, Department of Human Resources, had been working on a project called SEARCH. An acronym for Systems Exploration and Research for Career Help. They had started with a known quantity, things that had already been developed, and were building on current strengths rather than developing an entirely new system. They were working with something that we had available in all our schools, that we had available for years, but did not understand or use properly. I'm referring to the Dictionary of Occupational Titles. Volume #1 lists thousands of jobs and a brief description of each. Few of us had ever worked with Volume #2, the Worker Trait Groups; and there is where we had fallen down on the job. The SEARCH project has made it possible to administer the G.A.T.B. on a large group basis; include an Interest Check List; input this information into our computer; and produce a printout that will indicate career groupings relevant to the student's interests and aptitudes. This printout may list 200 jobs appropriate to the student for further exploration.

What have we accomplished? Students have had their eyes opened to possible jobs they never knew even existed. We have given them a rationale for choosing a vocational program and/or a reason for going to college. We have helped them focus their attention on those careers best suited to their interest and aptitude. We have reduced the dropout rate in our vocational programs because students are making more rational career choices.

Once we have our students through the SEARCH system we teach them the process of career decision making. We know that people explore careers all their life and may change their goals. Therefore, they should know the process of career selection. Our Career Decision Making Program, which will soon be a graduation requirement, was developed by Dave Winefordner of the Appalachia Educational Laboratory.

Career Guidance Centers, SEARCH, Career Decision Making, Work Experience, and Vocational Education make up the secondary Career Education system. But grades, 9-12, are only one-third of our unified school district; and while our secondary system could stand by itself, it will be far more effective when we implement Career Education, K-8.

Our elementary and intermediate staff readily accepts the concept of Career Education, but they lack the expertise to re-structure curriculum around the world of work.

Once again we found two systems we could utilize. Dr. Huffman, our host, has established a matrix for K-8 that enables each teacher to concentrate on a few occupational areas that are directly related to those subject matter units they are currently required to teach. Throughout this period of nine years students will become aware of hundreds of occupational areas, and no single teacher requires extensive retraining. For this we thank Colorado State.

Santa Barbara, California has a somewhat similar system where they have identified those careers that are most closely related to units of instruction contained in the state required textbooks for elementary schools.

By combining the Colorado State matrix and Santa Barbara's research on state-adopted textbooks we can approach our K-8 staff with a methodology of instruction rather than a complete curriculum revision. This agrees with our district philosophy that Career Education is a methodology of instruction not a separate curriculum.

The $64 question, "Can you afford it?" -- the answer is yes. No additional teacher, counselor, or guidance time is required for K-8. The total additional staff required at the secondary level would be a five-hour a day career guidance specialist. Resource materials will consist of the D.O.T., the G.A.T.B. test, and approximately 31 to 95 cents per student for data processing services and scanner sheets.

Teacher retraining will be the major expense of implementation. We are contracting with an Oregon group, Innovation Systems Implementation Service, to provide key personnel with training in SEARCH and California State University at Hayward will sponsor courses for our teaching staff.

Fremont is not a wealthy district. We are not receiving sizable grants. We are not particularly creative. Therefore, if we can implement the system I have described, so can you.

SPEAKER:

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KELLY JUNIOR HIGH SCHOOL
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CAREER EDUCATION COMES TO KELLY JUNIOR HIGH

A Review of the BOCEC Resource Guide For Junior High School English Teachers

The recent popularity of the film American Graffiti can be attributed to its accurate and realistic portrayal of the joys and sorrows, successes and failures, actions and concerns of young people in the halcyon days of the early 1960's. However, many of us who lived through that period and then saw the movie were struck not only by memories of the music, cruising the drive-ins, and drag-racing down deserted highways but also by the aimlessness of the just-graduated characters as they began to confront themselves and their futures. Would it be college? trade school or apprenticeship? a home-town job and marriage? or just trying to hang on to the past with an impressive, souped up Model A roadster?

The same problem of lack of direction and perspective for making good decisions remains today. The challenge for remedying this situation has been given to educators who must find a way within the educational system to provide the information, skills, attitudes, and initial opportunities for students to encounter themselves and their world in a way that will enhance their chances for achieving self-fulfillment now and in their futures.

Career education offers educators a dimension which has the potential to help make current educational structures more responsive to the problems and needs of our students today as they face the same dilemmas encountered by the characters in American Graffiti. Career awareness, exploration, and preparation can serve as a most effective instrument in helping our students face themselves and their futures with a great deal more confidence and ability than their predecessors from the '60's.

For this individual, who has been raised, educated, and is currently teaching out of a very humanistic tradition, the notion of career education immediately evokes the nightmare threat of the type of mechanistic, utilitarian education parodied in Professor Gradgrind, a character in Charles Dickens' Victorian novella Hard Times. The very thought of teaching only that which is useful for a certain career or shifting the focus of a literary classic from its universal meanings to its specific career implications is frightening, to say the least. And it was with such apprehension that I first encountered Dr. Harry Huffman in April of 1974 when he came to East Detroit to introduce the BOCEC Project and to invite 3 teachers to participate in the summer orientation workshop at Colorado State University. I must confess that at the time the prospect of spending a week in Colorado with expenses paid was somewhat more enticing that Dr. Huffman's career education project, but in the long run the philosophy

of the project materials; the enthusiasm of the project director, his staff, and the workshop participants; and the exhilirating Rocky Mountain environment combined to alleviate many of my concerns, and I returned to East Detroit very enthusiastic about trying out the materials in my 3 English classes at Kelly Junior High.

East Detroit is a small, predominantly residential suburb, located on the northeastern border of Detroit. The city encompasses approximately 4.7 square miles, and its population of 46,000 is made up primarily of blue collar workers of Irish, Italian, Polish, and German descent. The nearly all-white community is predominantly Roman Catholic, and although traditionally democratic politically, it is fundamentally conservative and labor-oriented in philosophy. Thus the personality of the East Detroit Community helped to make it an ideal test site for a career education pilot study.

Kelly Junior High, with an enrollment of 727 seventh, eighth, and ninth graders, is one of 3 junior high schools in the East Detroit Public School System, whose total 1974-5 enrollment was about 12,500. Kelly's English program is non-graded and has incorporated in its curriculum and teaching practice the concept of phasing which encourages individualization of instruction and meeting student needs at their respective levels of instruction. More specifically, the non-graded phasing system in English involves four phases with assignment to phase based on demonstrated student ability and allowing for both upward and downward mobility at any time depending on student performance. The phase I program is primarily remedial in nature; the phase II curriculum combines remediation and reinforcement of basic language arts skills; the phase III program is designed to meet the needs of the student who has shown command of basic language arts skills and the interest and ability to undertake more advanced work; the phase IV curriculum reviews language arts fundamentals and involves the student in more advanced work in composition and literary analysis.

The three English classes involved in the BOCEC pilot study included 2 phase III classes and 1 phase IV class. There were a total of 17 seventh graders, 24 eighth graders, and 44 ninth graders involved, including 35 males and 50 females.

The pilot study began in September and concluded in May with the series of pre-test/post-test instruments developed by the BOCEC project staff to provide statistical data. Between times, my classes completed 14 of the 20 English units, a career project, and assorted teacher-prepared analysis/evaluation instruments.

The 14 BOCEC units were integrated into the existing English curriculum during the course of the year and were especially useful in teaching units dealing with grammar, mechanics, and narrative writing. In each instance, one class period was more than sufficient time for

presentation, use, and evaluation of a unit. In grammar and mechanics, the units served as supplemental reinforcement materials while adding an important motivational dimension to the English topic of primary concern. In narrative writing, the four BOCEC literature units concerning Motivation, Character, Conflict, and Theme were incerporated into an individual progress unit stressing the essential elements of story-writing, rather than being used as part of an actual literature unit. Here again, reinforcement, variety, and the added dimension of applicability to real-life career situations were my rationale. In all cases the units were orally reviewed by the class, and in only three instances were aspects of the units used for grading purposes.

The teacher-designed career project was an 8-day experience during which students were given the task of creating a teaching/learning unit based on the careers of their choice and modeled after the actual BOCEC units. Each project was to include background information concerning the career itself--preparation, pay, advantages and disadvantages, relevant junior high and high school classes, etc.--; a simulation; at least 4 English activities related to the career; a "day-in-the-life-of-a _____" composition; and a "Would I Like This Career" questionnaire. This project allowed the students the opportunity to delve into the careers of their own choosing and challenged them to establish the relevance between their career choices and their English class. As I think Dr. Huffman will testify, the projects for the most part were quite successful, and many students cited them as the most interesting and valuable aspect of their career exploration during the year.

The informal evaluations made periodically during the year were in the forms of both questionnaires and brief informal essays which were forwarded to Dr. Huffman. During the final week of school, the students also completed a two-part survey dealing with general career awareness and specific reactions to the BOCEC pilot project. The results of this final survey will serve to indicate more specifically the students' response to their experience.

At this time, I am not aware of the results of the statistical data gathered by the BOCEC staff from their pre-test/post-test instruments, so I must rely on my own observations and the student surveys for my evaluation of this past year's experiences.

The students were overwhelming (88%) in agreeing that career education should be taught in junior high and very positive in their reactions to the units themselves. 84% said that they enjoyed working with the units; 89% said they learned new and valuable information about various careers; and 80% said that the integrated format helped them learn English wile learning about careers. It should be pointed out, however, that at the time when the units themselves were being used, there was the typical grumbling that accompanies every junior high assignment which involves confronting something new.

In general, the best elements of the units, in order according to the student surveys, were the "Would I Like This Career" pages, the activities themselves, the simulations, and the overall variety of the program as a whole. In other words, the students seemed to generally agree that the BOCEC model was a good one. On the negative side, students were in agreement that the worst elements were the pre-test/post-test instruments and the number of career units which were too similar to remain challenging.

There are obviously some contradictions here, but the students were quite specific throughout the year about their likes and dislikes and were far from apathetic about their experiences with the units, as demonstrated by some of their anecdotal reactions:

-They were good because they helped me learn more about what I might or might not want to be

-The last page was best because that's when I really knew what I learned

-Altogether it was good to learn a little about every job

-They showed me how some jobs are really boring

-At least they were a change from regular school work

-They introduced me to new jobs I never gave a thought to

-They made me feel like I was really on the job

-They didn't have the careers I like

-I found out some stuff that made me change my mind

-Some I liked, but others were boring

-I found out I hated jobs that I was thinking about before we did them

-They're fun; I learned a lot but I didn't know I was learning

-I like seeing what I can do

-Great, but expand them more

-I even learned some English

These comments and other expressing similar reactions point out again that the students made a real investment in the units, and some comments

even seem like colloquial versions of BOCEC's goals. As I observed student reactions during the year, there was usually some negativism when the units were distributed, but in every instance, the students quickly became involved as they worked through the activities.

In terms of suggestions, the students were almost unanimous in asking for increased variety in careers with more than "everyday-type" jobs. They want more background information about the advantages and disadvantages of jobs as well as more challenging activities. They also commented on the cartoon-like illustrations and the length of some readings, but it was interesting to note how some tunes changed when the students were asked to create their own units, and they quickly discovered how difficult it is to create a good unit.

Generally speaking, as a teacher, I am very pleased with my experience with the BOCEC units. The principle of integration of career investigation into the existing curriculum is an essential feature for any career program as far as I am concerned, and the exploration feature is congruent with the key focus of the junior high school. The materials add a new dimension to my teaching, opening new possibilities and a whole new frame of reference for many students. Also, the units provide a realistic motivational tool at a time when English teachers are scrambling for realistic and relevant answers to the ever-present student queries--Why grammar? Why writing? Why spelling?

More practically, it was exciting to receive a set of ready-to-use, easily duplicated materials in an imaginative and flexible format. Although the format itself became somewhat repetitious by the end of the year, the pattern of the units was still an aid in encouraging student self-direction. The students quickly commented on the basic similarity of all the careers being business and office related, yet it seems to me that these careers are a good place to begin exploration, not only because of the obvious tie-ins with English teaching but also because the students have some awareness of these careers on which to build with the units.

The units were also valuable, as the student comments pointed out, as reinforcement and as a break from the normal routine. A few of the brighter students were put off by some of the more simplistic activities and hurried to just finish the units, missing much of the English and the career information. But many of these students are college-bound and are unwilling or unable to determine career goals beyond that point. In addition, many older girls still look toward immediate marriage and children as a career and fail to recognize any need for investigating other possible careers. For these and other reasons, I found the units more effective with younger students (seventh and eighth graders) and less advanced classes.

The students themselves recognized and commented on the duplication and overlap with other on-going programs in the school, pointing up the necessity for school-wide coordination in the area of career exploration. In this regard, we are in the process in East Detroit of responding to a new state mandate (Public Law 97) to develop district-

wide, K-12 objectives and procedures for a coordinated approach to career awareness, exploration, and preparation in order to prevent this type of overlap. I am sure that the BOCEC program will be an integral part of this larger program.

In terms of concrete recommendations, I, like my students, would like to see an expansion of the BOCEC project model into more careers. Both the philosophy and the format of the materials have demonstrated their effectiveness and flexibility to my satisfaction and could be expanded both in terms of the career component and in terms of additional English topics such as expository writing, paragraphing, research techniques, study skills, outlining, and usage. Although my problems with some of the units and activities are minimal, I still have serious misgivings about including literature as such in a career program. Perhaps a suggested reading list of relevant junior high school level fiction and non-fiction could be prepared as well as a list of recommended resource materials for the school library. We have already made extensive use of computerized information, micro-fiche data systems, and the traditional occupational literature; but the development of a significant multi-media resource center is crucial if student motivation is to continue to be positively mobilized.

Perhaps the overall impact of the BOCEC pilot program at Kelly can best be understood in terms of the students' responses to two of the general career questions on the end-of-the-year survey. I asked the students, with what they knew about careers, the economy, unemployment, etc., whether they were looking forward to entering the job market. Most expressed a positive, self-confident attitude, although many were very frank in admitting their apprehensions. But what I found significant was the realistic basis of such reactions as "If I prepare myself well," "As long as I make a good choice," "I'm not sure yet what I want," "It's so hard to get started," and "I wonder if I can make it on my own." Even the future career choices the students made were far more realistic than those made on a survey at the beginning of the year. There was a marked decrease in prospective professional athletes, movie stars, and politicians and an increase in hopeful secretaries, electricians, designers, and accountants. Much of the credit for this new frame of mind must be given to the BOCEC materials.

Regardless, to return to whence I began, it seems to me that realistic programs such as the BOCEC Project can serve as valuable tools in combatting the aimlessness and haphazard decision-making portrayed by the <u>American Graffiti</u> characters, and instead offer students the opportunity to realistically and successfully prepare for a meaningful career so that they can do as the Silhouettes suggested in their hit song of the 60's, "Get A Job."

Craig Minbiole

SPEAKER:

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CAREER EDUCATION IN SECONDARY AND HIGHER EDUCATION

By
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Career education might still suffer somewhat from the lack of a precise definition that satisfies many of its critics, but there seems to be general agreement that it is a program which seeks to serve people of all ages and is one which includes the complete spectrum of jobs for which people choose to prepare. In that light, education at the secondary and higher education levels must have an important role in career education. Those respective roles, however, appear to be emerging rather slowly.

In discussing career education at the secondary and higher education levels, there appears to be some advantage in treating each level separately. Although I shall do that in this presentation, there is some common ground which we might do well to consider first; factors in this common ground speak to elements in those roles.

Commonalities

In spite of all that has been said and done in career education over the past several years, and in spite of the fact that more than 5,000 school districts report career education implementation activities, it is safe to say that relatively few students are being reached in those programs. Those programs which have been implemented frequently include only part of the whole series of kindergarten through eighth grade learning experiences which career education would ideally provide for each student. Boys and girls, young men and young women, come to our high schools, colleges, and universities with many unmet needs. They come to us with certain levels of built-in frustration stemming from those unmet needs; and they often do not know where to go for help.

Ideally, our students would be aware of many careers, would have career goals relatively well thought out, and would be quite well-adjusted in terms of their self-concept. In reality, our students are in general frightfully unaware of occupational demands, requirements, and preparation opportunities; they are in great need of continued help with their own self-understanding. Of course, we could hasten to admit that the processes of becoming aware of careers, exploring careers, enhancing self-concept, and clarifying goals are all lifetime processes; but we must be concerned with a very elementary need in terms of those processes.

There is at least one common base upon which programs of career education at both the secondary and higher education levels ought to be developed. We simply must assume very little in terms of the previous help that our students have had in satisfying their career development needs. We must then be willing to meet the stated and unstated demands

of our clientele based on the unique and collective needs which those students bring to the respective institutions which they enter. I cannot help but think back to one of the early reports of the National Advisory Council on Vocational Education when, in a well-developed report, they underscored the following theme: "never before has attention to the needs of the individual as a person been so imperative." I believe that that could be the basic theme for developing career education programs in our respective institutions.

A final observation on commonalities, before examining specific roles of institutions, refers to a basic need for faculty and staff inservice. Career education, in spite of models, plans, and legislation, will not happen until we have a faculty and staff that has some kind of real commitment to career education. Administrators need to have an informed commitment that includes a set of priorities that places career education at, or near the top, based on a real understanding of what career education is all about. Unless we have that, programs will be brushed aside as soon as budgets tighten or when programs falter in one way or other. Faculty need to believe in the importance of their efforts in helping students deal with career development tasks and with career planning activities. Especially where infusion and concept integration is the approach to curriculum development, we must have faculty who are sufficiently committed to allow them to be pried away from some traditional subject-matter content and emphases and to have them respond to spontaneous opportunities to incorporate a career education emphasis into their teaching. (9) Inservice programs must be well-planned and well-executed to accomplish that.

The Secondary School Level

The secondary school as an institution has some complexities not too unlike many higher education institutions. A large number of courses, often heavily department controlled, characterizes the curricula. These complexities make program implementation somewhat more difficult than at the primary, elementary, and middle-school levels; yet the need for program implementation may be greater.

The high school is the end-of-the-line for many students. Even if the Carnegie Commission estimate of 67% of graduating seniors going on to education beyond high school by the year 2,000 is reached, (1) the 33% who do not go on and the 20% who drop out before graduation are in real need of help. Unless assistance is provided in the high school program, the help that is so badly needed might never be provided.

It is also at this level of education where the reality of the first job choice is tested--where the measure of the career decision (or the lack of one) has its impact. There is an accountability present at this level that gives to program development a dimension that is not always very comfortable. That is, it is much easier to deal with the more general needs and developments of students for which there is less specific accountability: we may never really know how many of our graduates and school leavers become "good citizens," but we will know if their job choices and subsequent preparation have been poorly conceived and whether their career placement has been erroneous.

The high school should look at every student as having a career goal and in need of help with career planning. Often those students who have stated plans to go on to education beyond high school are treated as if they have no career goals--that is a fallacy that Gysbers refers to as dangerous. (1) All students need help with career exploration, planning, and decision-making; and some will need immediate preparation opportunities.

My discussion of high school implementation activities will be brief. I believe that in many respects they will be somewhat self-explanatory. I would identify these as being important in the high school program of career education:

1) Career guidance and counseling provided on an individual and group basis. Classroom instruction should augment these efforts; counselors and teachers should feel part of team working toward common objectives.

2) Job information provided a means to an end and not an end in itself. Classroom instruction should support efforts to make job information valuable for students and should enhance student utilization of available information.

3) Opportunities for career exploration are made readily available. This can and should be done in a variety of ways: through those courses which lend themselves to exploration in specific fields and through special classes dealing with exploration. Simulations, hands-on experiences, and directed work experience should be part of this activity.

4) Job preparation opportunities that are bigger, better, more extensive, and more intensive than is often found in traditional vocational education programs are available to all students. There is a need for breadth in the educational experiences of every student, but there also is a need for enough specificity in the preparation of those who will enter the labor market upon graduation for them to achieve some measure of success in their immediate job goals. Individualized instruction may be a necessity here.

5) Cooperative education experiences are provided in more disciplines with more variations so as to reach more students than is traditionally the case.

6) Placement services are available as part of the total program, especially for those who enter the world of work upon leaving high school. This help, provided by trained specialists and assisted by concerned faculty, will be an increasingly important part of the secondary school program.

7) The career education model being implemented in the particular state or area in which the institution operates should be related to. The high school should pick up the ball where the middle school leaves off, or help the middle school acknowledge and fulfill its role. A total career education program in the district of which it is a part should be encouraged.

8) Realistic and relevant learning opportunities should be provided for early school leavers to help them avoid becoming an immediate part of the ranks of the unemployed or underemployed.

9) Throughout all of the activities identified with career education, attempts should be made to foster those career development tasks which are characteristic of high school-aged youth. These developmental tasks are perhaps best represented in those presented by Dr. L. Sunny Hansen (5) as somewhat of a composite of tasks identified by several career developmental theorists; they are:

The Senior High School Years:

1. Reality testing of self-concept.

2. Awareness of preferred life style.

3. Reformulation of tentative career goals.

4. Increasing knowledge of an experience in jobs and work settings.

5. Acquiring knowledge of educational and occupational paths.

6. Clarify decision making process (related to self).

7. Commitment with tentativeness within a changing world.

The concepts, goals and objectives which give direction to program activities at the high school level should lead toward the attainment of a total program. The program should reach out to all students and provide the assistance needed with a variety of tasks related to the ultimate attainment of success in a chosen career and self-fulfillment as a person.

The Higher Education Level

It has been suggested by many critics that little has been done regarding career education at the higher education level. In the process of developing a model for career education in higher education this summer, (10) and in developing an annotated bibliography to accompany that model, my students and I discovered that perhaps more has been done (and written about what has been done) than at first may appear to be the case. As is true with much of our activity in career education, however, there is not a great deal of visibility in many of those activities. When seen in isolation from others, some activities may appear at best to be meager attempts at providing career education. Those who would criticize higher education for doing little can find much to support their stand.

Before presenting the components of the model which was developed this summer, and before presenting the developmental tasks for higher-education-aged youth, it might be appropriate to review some statements and criticisms made by several writers who looked at career education and higher education.

Hoyt (6) perhaps lays out the most pervasive of the challenges for higher education when he addressed six rather specific concerns for higher education. These are as follows:

1) undergraduate teacher education programs must be invested with a career education emphasis,

2) counselor education programs need to be greatly revised,

3) prospective educational administrators must have an emphasis, which is now missing, on career education as part of their formal education,

4) teacher education institutions must assume responsibility for solving the need for support personnel,

5) research and evaluation efforts must be directed toward career education, and

6) higher education institutions must join with State Departments of Education in providing inservice education to help solve the massive problems of teacher re-training that career education will bring.

Fite, President of Eastern Illinois University, (1) suggests that university preparation programs be broadened in terms of providing assistance for students who need to re-think and clarify their career goals. He suggests that one of the key issues that colleges and universities face is the reassessment of the nature of the goals and objectives formed by students. He cites a need, at the doctoral level in particular, for students to be made aware of "alternative and satisfying employment opportunities" rather than concentrating almost exclusively on teaching as a career.

Kerr, (1) former chairman of the Carnegie Commission, points out that the college degree may force the student to get more education than some of them need and want. He also speaks to the issue of working with the student who "stops out" and suggests we consider the act to be positive (as compared to referring to the student as a "dropout.") He further suggests that we might actually encourage students to take time off between high school and college, or between the lower division and upper division of college, or between college and graduate school.

The basic message that seems to come through from comments such as those just cited is that of meeting students' needs that have not been met before and doing it through non-traditional methods if necessary. Career education, at any level of education, seems to suggest innovation; there does not appear to be a one-model box for career education at any level--fortunately! Flexible programs, which can be designed to meet student needs, should be part of our curricula.

Hansen, (5) in presenting composite developmental tasks for career development, carries those tasks up into the level beyond high school. The developmental tasks appropriate for post-high school youth, as suggested by Hansen and her colleagues, are as follows:

The Post High School Years:

1. Develop interpersonal skills essential to work.

2. Develop information-processing skills about self and work.

3. Reintegration of the self.

4. Acquiring a sense of community.

5. Commitment to a concept of career.

6. Acquiring the determination to participate in change.

Any model for career education in higher education is likely to have in it elements and components similar to those found in other models which address primarily the K-12 schools. Such is true of the model which was developed this summer during my work at the University of Wisconsin-Madison while serving as a Visiting Professor of Educational Administration. Students from a technical institute and a four-year liberal arts college level worked with me in developing the model. The model has not been tried out and tested; it was developed, however, after a diligent study of career education foundations, theory, models and practices. The model took on some practical significance when through field research at least one activity was identified in each component in institutions at each of three levels of higher education: a technical institute (community college equivalent), a liberal arts college, and a four year-plus university. The components of that model, and characteristics identified for each, are as follows: (10)

1. Faculty-Staff In-Service.

   a. Faculty-staff involvement in planning and conducting programs.
   b. Aim at developing understandings and competencies needed by faculty and staff.
   c. Utilize formal and informal activities.
   d. Be longitudinal and sequential in the planned activity.

2. Counseling and Guidance.

   a. Involve counseling specialists and faculty.
   b. Provide for objective analysis data for use in career planning and decision-making.
   c. Provide labor market and job demand information.
   d. Provide a variety of career development activities, formal and informal.

3. Field Experience In World of Work.

   a. Directed and supervised by prepared faculty.
   b. Educational benefit is drawn from the experience.
   c. Job observation and exploration opportunities are provided.
   d. Experiences in the world of work are provided at the point of student readiness.

4. Instructional Program.

   a. Variety of activities in courses throughout the curriculum.
   b. Faculty informed about career education and the career relevance of their courses.
   c. Courses deal with one or more aspects of career development, planning, and decision-making in each college or department.

d. Deals with development of personal skills and attributes which lead to job success.
e. Values and attitudes important to career decision-making are treated.
f. Career awareness and occupational explorations are facilitated in many courses.
g. Courses are upgraded based on feedback from students and the employing community.
h. Faculty draw on community resources to supplement and enhance their knowledge of careers.

5. Placement Services.

a. All faculty involved in addition to specialized placement personnel.
b. Provides up-to-date information on job openings.
c. Is a continuing service to students and graduates.
d. Provides accurate and timely descriptions of jobs available.
e. Provides help for students in terms of techniques for seeking and obtaining a job.
f. Cultivates relationships with the employing community to provide greater accessibility for students.

6. Community Involvement.

a. Close and constant attention on the part of faculty and staff.
b. Provides for input by future employers and students through special committees.
c. Requires fact-finding groundwork and the development of relationships with the community power structure.
d. Community is considered as an extension of the school and classroom and as a valuable source of information.
e. Mutual respect becomes the basis for two-way communication.

7. Evaluation.

a. Internal and external evaluations are provided.
b. Faculty, staff and students are involved in assessing and evaluating programs.
c. Evaluation data is communicated to program participants so that upgrading and revision activities can be undertaken.
d. Evaluation is seen as a positive and constructive activity aimed at improvement.

Education beyond high school must reach both young people and adults; job entry and re-entry programs are necessary. (2) Stated missions of community colleges and technical institutes appear to relate especially well to career education, (3) but there is much for all to improve upon as career education programs are implemented. Our liberal arts colleges and our universities will find new challenges in dealing with students and their career development needs. We must also prepare teachers and business-community leaders with an understanding of career education that will help them to take their respective places in the total program of career education.

Summary

The roles of the secondary and higher education institutions are somewhat unique in career education, and yet they deal with many of the same basic concerns and needs that are prevalent throughout the entire spectrum of the career education concept. Dealing with students as individuals who have stated and unstated career development needs is basic to program development in any institution.

Where a complete program of career education has been or is being implemented, the high school or higher education institution must coordinate and articulate its program with other schools. Where other program elements are not developed, the mandate to serve students in their identified stages of development is particularly keen. Assuming too much about the career development and planning done by students is a danger that must be avoided.

Institutions of higher education must re-examine their own unique roles in light of the purposes of their institutions. Technical colleges and community colleges have missions that appear to lend themselves particularly well to many aspects of career education; yet, often program components important to career development are missing in those institutions. Liberal arts colleges, often faced with a dichotomy that has formed between liberal arts and vocational preparation, must find new ways of gaining acceptance of career education within their faculties and programs. Universities, at both the undergraduate and graduate levels, will do well to re-examine their curricula and student services to determine the extent to which career education needs are being met.

All institutions can improve their programs in light of career education models, and students will benefit from those efforts. The case for doing a better job with career education rests on the goals of those students who come to our institutions with needs that have too long gone unmet.

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SPEAKER:

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Industry and Career Education

Presentation by

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Douglas Aircraft Company
Long Beach, California

Denver, Colorado July 15, 1975

Industry and Career Education concepts have occupied my thoughts at an intensive level for the past several weeks while preparing for the opportunity to speak to you, some of the outstanding educational leaders of our country.

Over the past months and years of this project, I have felt my responsibility as industry member of the advisory committee is to present the hard facts and feelings about business education and its adequacy and problems so that the project could be guided effectively. I have included my own feelings about the anti-business and productivity attitude found in some areas of the educational system.

President Ford recently stated that "Productivity must improve if we are to have a less inflationary economy". Along with the President, most managers assume that increasing productivity is an essential goal to insure a high standard of living for all Americans. They also accept the desirability of improving the quality of work life, with or without a productivity increase Career Education is the foundation of increasing productivity.

When we had a pioneer, primarily agricultural economy, our people saw a very direct relationship between their quality of life and their output - no planting, no eating; no tree cutting, no house; no weaving, no underwear; and no hunting, no fur coat or meat. Many of our people, today, see little direct relationship between their efforts and the quality of their life.

Career Curriculum, as developed in this project, when fully implemented, will, without question, send far better equipped, more productive, happier workers into the business and office environment. Less fear, far more self confidence and a much more positive attitude about working and careers will result.

In my own experience, one of my first instructors in Business Office Education was my older brother. One of the past times before the age of 10 was playing office and I remember asking my brother, "What do you do in an office? How do you work in an office?" His description was, "You scatter important looking papers all over the top of your desk and you have a couple of boxes marked "in" and "out" and a telephone you pretend to talk on". In general, he taught me how to pretend that I was working in an office. The interesting thing was that fifteen years later, when I entered industry, I found people who also scatter important looking papers all over their desks, shuffle other papers back and forth between their "in" and "out" boxes and also pretend to be talking on the telephone.

One of the sad commentaries on American industry is that there is still a great deal of waste, resistance to change and progress, poor planning and mismanagement; however, in spite of all of this our industrial system has provided us with one of the highest standards of living in the world. Many of the critics of the American system spend their time dwelling on the horror stories of the paper shufflers and the pretenders in much the same way the critics of the American educational system dwell on the functional illiterates. An article I clipped from the local newspaper had the headline "New Graduates Held Illiterate". The article stated that industry leaders in New York City were complaining to school officials that they are being asked to hire students who are illiterate. It stated that their math was poor and spelling atrocious in addition to being unable to read. The reason for mentioning this article; however, has nothing to do with the three R's. It was a statement included by school officials, defending themselves, noting that most high school students were electing to go on to college and those who did not were not the brightest students. In the New York City high schools 80% of all graduates go on to various city colleges and private institutions. This is a contemporary illustration of the necessity for this project in Career education, its continuation and its implementation. As pointed out, in this project, 80% of employes did not need the college degrees, but that 80% need practical career training for immediate productivity. Our situation seems to be reversed from what our real needs are.

You as educators will shape and have shaped the attitudes of the people entering the work force. Few people today would discount the impact of the workers on the economy and quality of life found in various parts of the country. Over the centuries, governments, cultures and societies have risen and fallen because of attitude of workers and citizens in general. New York City has been impacted a number of times by the workers in organized ways. In England and Italy, governments and economies are near collapse due to productivity and inflation problems.

I may draw a few chuckles at this point, but I feel that the vast mess we are sliding into can only be prevented by the reshaping of the attitudes of the new generations of workers by educators, such as yourselves, who understand our economic system and the career attitudes toward productivity that can make our economy survive. As each group of workers organizes and becomes politically powerful with the end goal of being paid more for producing less, we move closer to social and economic disaster.

Some of you may have seen a new television ad by the Whirlpool Corporation. The narrative is as follows while the visual is an eagle in flight: "This country may be in danger. We could be losing something we can't afford to lose. Once in this country, when a man produced a product, it was the best he could possibly make. He stood behind it with pride. He lived with a simple idea: Do it right or don't do it at all. Nobody told him that. No government agency dictated it and it presented a standard of living for the world to aim at. Now that idea is threatened by the slipshod and second rate....."

This ethic, an attitude of work, is what we are losing. We must teach from kindergarten 'til graduation or dropout do you and the students part that to consume and to have a quality of life first in the world they must produce at their best whether their product is medicine, food, automobiles, appliances or airplanes.

In any country, regardless of the system of government, productivity of the people is essential. Many people in this country confuse anti-business or anti-capitalism with anti-productivity. Personal interview with any well known dictator will indicate that production of guns, tanks and bayonets is extremely important. In Communist states today one of the most propagandized concepts is the need for productivity. The biggest disagreement over systems of government and systems of industry is not productivity, but who is going to run things, get rich or share in the profits. Regardless of the leanings of a particular school district, effectiveness of workers, efficiency and the level of productivity is a universally accepted goal.

Again career education, such as presented here, will not only leave the students conditioned to be productive and know where they fit into the productive system, but will also give them a work attitude and ethic that will restore the old American strength to our economy. We face many challenges in the United States that threaten to destroy our economy. Shortages of energy and energy-producing resources and other raw materials from foreign sources can be coped with if we can remold our peopleinto a team in which it is the "in" thing to be productive and suggest better ways of doing things instead of bragging about ripping off the system by getting paid for producing less or nothing.

One of the older and larger church denominations used to say, "Give me a child from age 7; I can mold and control their way of life". You as educators are getting our children from an even younger age; we in industry ask that you recognize what must be done to restore and preserve our way of life and do it.

Industry, at the present time, is spending millions of dollars to train people for positions in business after they leave school. Private, for profit, schools flourish in the computer fields, the secretarial and office fields.

For years, career preparation prior to high school graduation was geared to a lower quality, non-college material student even though statistics showed that 80% of the students did not need a baccalaureate degree, but solid, "ready-for-work-now" training in positions going begging in the schools area of influence.

Career education must be based upon sound evaluation on the needs of industry! Guidance counselors must also be required to spend a portion of the time actually working as employes in the community industries within the school's area of influence. The requirements of industry must be reflected back into the educational system or career education fails.

In the dynamic field of Business Management education, I encountered an example of how our present system does not force dynamic change into the classroom. An incident in graduate school illustrates an important point: My instructor in Financial Administration was on a part-time basis and was also Vice President of a large bank in Los Angeles. He held a Masters degree and his teaching was dynamic. He was up to date and I looked forward to taking additional courses with this particular instructor. He was dropped from the faculty for the reason that the school was increasing its percentage of doctoral level instructors to improve their accrediting image and so substituted a man with a doctorate who had no experience and little contact in the world of business management. Some compromise must be worked out to insure that our educators have hands-on experience in their areas of specialization.

The second major criticism is the professor who shows up on the first class day with tattered and torn pages of notes whose total weight is more than made up in the majority by the scotch tape holding them together. I often fantasized this particular professor would show up with stone tablets, at some future time, onto which he had carved his dynamic notes.

In career education planning, various adjoining school districts must enter into cooperative agreements so that under some circumstances one district could specialize in a high quality education in a particular field while an adjoining district might specialize in quality training in another. This is far more advantageous than having both districts divide their resources and provide only mediocre, out-of-date material by handling too many fields.

The ultimate success of career education in a given community will be based on close ties with the employing organizations in the community, whether it be private enterprise, non-profit or government organizations.

Summer programs for teachers in the industries for which they are preparing students is essential. Close ties must be established year after year so that over each three-year period all specialized teachers will have spent a minimum of one summer in their related industry. Executives, managers and specialists

from the industry must be periodically present in the classroom to insure the relevance of classroom methods, equipment, systems and results. Lesson plans cannot stay static year after year if they are to serve a dynamic, changing business community.

Business can afford this cooperation, it is cost effective for them providing the ultimate product is the expected highly-motivated, immediately productive worker. Education and industry can and must work as a team instead of being non-communicating residents of the same community.

To repeat and probably oversimplify, the career education problem to us in industry: "We ask, can the employe do the job and will he do it?" Most employe testing and application blanks are designed to answer the first question. The employe's pre-conditioned attitude and what we can do to improve or correct it is involved with the second question and start with Kindergarten and Grade 1.

The educational system must build an attitude of appreciation for the system of business and industry in our country as well as implanting the skills and tools to do a particular job.

Much of the past aversion to career education, below the baccalaureate level, was the fact that at secondary school entrance we had to make a decision for life, either to become college educated and degreed, or non-college manually trained. In fact, I remember manual training as the place to send the slow students, which was restated in the article I quoted earlier.

This precipitous dangerous career decision making caused most students to plan for college and college prep training because we could always backslide later into careers at less than degree requiring levels, but not the reverse. The result was essentially no lower level career training for a great many who neither needed nor should have sought baccalaureate degrees.

I have suggested to the project that all students have the opportunity for earlier career education, but still retain the option to go on to the professional and degree requiring positions. This indicates that college entrance requirements must become more flexible and that more catch-up courses be given in early college years to bring students to required preparation levels.

The foregoing also provides some paternalistic pushing to the student who would decide to do nothing in career preparation because he has not decided what he specifically "wants to be". Whether he liked it or not, he would get some career preparation that he could not avoid by the procrastination excuse.

The student of today is often being taught our economic system by teachers who neither believe in it nor understand it. As a result of conversations with a few of my employes, I determined that not only was there little understanding of the basic functions of our economic and industrial system, but there was a great deal of antagonism toward owners, managers, supervision and "the company", and on top of all that, the system is not fair and all we want is productivity.

As a result, I decided to hold unstructured, non-directed discussion groups in which I spent two hours with groups of employes without the several levels of supervision between myself and the hourly employes present.

From this series of encounters, out of necessity, I developed two simplified approaches to stimulating a high impact discussion on business job appreciation and why productivity.

Our approach was to have the employe list all the tasks and decisions involved in earning $40 to $50 profit or wages from the time they get up tomorrow morning until their usual quitting time in the evening. The lists of tasks, decisions and needs to make the goal became enormous. My closing statement for this exercise was "That's what we do for each of you every day". A good, well-organized, well-managed company will still make some mistakes, but it sure beats starting out from scratch every day.

The second exercise was an exploration of what the average total cost per hour of their presence on the job was including providing tools, facilities, benefits, wages, supervision, management, capital, product design, etc.

In our company, this total cost was $13 and is now approaching $15. We then pointed out to them that whatever they produced in the hour before coming to the meeting would have to be sold to a customer willing to pay $13 plus profit for us to remain in business.

These two exercises and concepts like this constitute the basic truths of business survival in which career education must train the student. There is no way for a business to survive unless you produce products of value with a ready market.

To some of you, I may have taken the subject of quality career education much further than the actual lesson plans and materials discussed and to be discussed here. Total career education must consider all areas discussed for maximum benefit to our children's future. Motivation of the teacher and the student through discussions of need for careers and work ethics to preserve our nation cannot be overlooked for full success of this program.

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CAREER EDUCATION IN THE ELEMENTARY SCHOOL

Hundreds of individuals have brought career education to the American educational system and to the elementary school. If career education is to attain its goals, then it must begin in the elementary school. The rationale for the elementary education component of career education is clear. The content of career development and subject matter areas can both be made more meaningful to students if they are brought together and taught together.

The early history of the K-6 career education movement saw many different curricular patterns emerge. Programs emerged which involved (1) the infusion of career development concepts with concepts in one subject matter area (most frequently it was the social studies program), (2) the infusion of career development concepts with all subject matter areas in the elementary school curriculum, and (3) the treatment of career education as a separate subject matter area on a par equal with mathematics, social studies, etc. Regardless of which implementation strategy was used, there is a recurring theme: Too little time had been spent on identifying the career development content or processes that should be included in an elementary school career education program. There are, of course, notable exceptions where the early programs gave evidence of being built around sound career development concepts.

Several major career education curriculum projects which have had implications for elementary school programs have been conducted. Some of these have been: (1) The School-Based Comprehensive Career Education Model (CCEM), conducted by The Center for Vocational and Technical Education, The Ohio State University; (2) Career Education Curriculum Development for Awareness (Grades K-6)--ETC Project, conducted by The Center for Educational Studies, Eastern Illinois University; (3) Career Education Curriculum Development for Awareness (Grades K-6), conducted by American Institutes for Research Center for Research and Evaluation in the Application of Technology in Education; (4) Curriculum for Career Awareness for Children's Television Program, conducted by Sutherland Learning Associates; (5) Objectives, Content, and Evaluation of TV Career Awareness Program for 3-6 Year Olds, conducted by the Division of Vocational Education, University of California.

As more and more schools became interested in developing K-6 career education programs, there was need for transportable systems that would aid local schools in developing and conducting career education programs. School personnel were asking, "What should be included in a program? What procedures have other people used? How does the infusion of career development concepts and subject matter concepts take place?" These kinds of questions imply that school systems are not always able to and may not want to do all the developmental work associated with a curricular effort.

The Curriculum Center for Occupational and Adult Education, United States Office of Education, funded two curriculum efforts in June 1972 which were specifically directed toward K-6 career education curriculum development. One of the projects was conducted by the American Institute for Research, Palo Alto, California, and the other project was located at Eastern Illinois

University, Charleston, Illinois. Both projects made a significant contribution to career education at the elementary level. Both projects were concerned with the development, evaluation, and dissemination of career education curriculum guides, sample teaching learning modules, and an instructional system for grade levels K-6. The ETC Project and some of the concepts and philosophies resulting from that work will be referred to during the course of this presentation.

Career education in the elementary school is popular and widespread. The activities listed below are indicative of the popularity and growth of career education at the elementary level:

1. In 1973, fifteen career education films were shown on the CBS "Captain Kangaroo," television program as part of a series entitled, "Kingdom of Could Be You." (This was the combined efforts of Sutherland Learning Associates and the Division of Vocational Education, University of California.)

2. In 1974, over two-hundred educational television channels aired the "Bread and Butterflies" career education series for 9-12 year olds.

3. Commercial publishing houses are producing many career education materials.

4. New professional publications like Career Education News and Career Education Digest are now being disseminated to educators.

The Definition Problem

One of the signs that an educational movement is in its formative stages is that there is no common agreement on the definition of educational terms associated with the movement. In the recent literature on elementary school curriculum development the terms "career awareness", "career development", and "career education" are sometimes used interchangeably.

As various public school exemplary projects and career education curriculum projects progress, definitions of career-related terminology will begin to become more explicit. The staff of the Enrichment of Teacher and Counselor Competencies in Career Education Project (The ETC Project) established the following definitions:

Career awareness is the term generally assigned to the pre-school through sixth grade career education program when referring to a comprehensive pre-school through adult career education program.

Career development includes those concepts which are related to: Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Lifestyle, and Self-Development.

Career education in the elementary school is the curriculum which results when career development concepts and subject matter concepts are brought together in an instructional system that has meaning for children.

Career education activities (1) eminate from the concepts that are related to the seven dimensions of career development that are cited above, (2) act as synthesizing agents to bring subject matter concepts and career development concepts together, (3) revolve around life-based experiences, and (4) are intended for use by all students throughout their educational programs.

An examination of the above definitions reveals certain beliefs about the "content" of career development and a philosophy regarding the placement of career development concepts within a total elementary school program.

Identification of Career Development Concepts

Identification of the concepts to be included in a career education program is a critical task. Many different techniques, methods, and starting points can be used to teach a concept once the concept has been identified. Career education is the curricular program which results when career development concepts and subject matter concepts can be brought together in some meaningful fashion. Before good career education programs can be built, the content of career development has to be analyzed. Once major concepts and subconcepts relative to career development have been identified, then strategies for bringing subject matter concepts and career development concepts together can be outlined.

Career development concepts need to be placed within the curriculum so that these placements are based on sound child growth and development data, on sound learning theory, on sound career development theory, and on sound curriculum development theory. If all of the preceding are taken into consideration, the integration of career development concepts and subject matter concepts becomes much easier because subject matter concepts in areas such as mathematics, science, language arts, etc. are supposedly already articulated and sequenced according to child growth and development theory, and curriculum development theory.

The question, then, is "What career development concepts should be included in a career education program?"

As a part of the ETC Project career development concepts were established around the following dimensions of career education:

Attitudes and Appreciations Dimension
Coping Behaviors Dimension
Career Information Dimension
Decision Making Dimension
Educational Awareness Dimension
Lifestyle Dimension
Self-Development Dimension

SAMPLE DIMENSION: DECISION MAKING

Major Concept

LIFE INVOLVES A SERIES OF CHOICES LEADING TO CAREER COMMITMENTS.

Readiness Level	*Choice means "making up one's mind" and there are certain situations where one can make choices.*
First Experience Level	*Things change and these changes influence the choices and decisions one makes.*
Second Experience Level	*An individual's decisions affect himself and others.*
Third Experience Level	*People change and these changes influence the choices and decisions one makes.*
Fourth Experience Level	*Decision making involves risks.*
Fifth Experience Level	*Decision making can precipitate chain reactions.*
Sixth Experience Level	*Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.*

Choice means "making up one's mind" and there are certain situations where one can make choices.

Placement of Career Development Concepts Within the Elementary School Curriculum

There are several philosophies regarding the placement of career development concepts in the elementary school curriculum. Some career education leaders maintain that career development concepts should be organized into a career education program that can stand by itself along side the other subject matter that is traditionally taught in the elementary school. Others maintain that career development concepts are the unifying force which can make other subject matter more meaningful and that career development concepts ought to be infused with other subject matter. There is need for experimentation with both types of curriculum organization plans.

Regardless of which plan is used, there are basic planning functions which must be taken into consideration. Have career development concepts been identified? If so, is the number of concepts so unwielding that almost any school curriculum would be hard pressed to incorporate all the concepts into their curriculum? Quantity does not necessarily imply quality. Has child growth and development data been taken into consideration? Are suggested activities good activities for children? Can the career development concepts be tied to subject matter in a meaningful way? Or is the relationship an artificial one?

Integration of Career Development Concepts with Subject Matter Concepts Taught in the Elementary School

The integration of career development concepts with subject matter concepts already being taught in the elementary school curriculum in many ways is a "natural" thing to do. When career education programs are being developed it is not unusual to hear teachers saying, "I've been doing this for years." In the areas of mathematics, language arts, social studies, and science some textbook series have been incorporating some cognitive aspects of career development. Affectively oriented career development concepts, however, have generally not been emphasized.

Observations of classrooms in which effective career education is taking place reveal classrooms filled with action--assembling things, testing interests, interviewing workers, questioning values, gathering information, and making decisions. Observations also reveal that teachers in these classrooms are fully committed to the total development of each student.

The following pages illustrate how career development concepts can be integrated with subject matter concepts:

LEVEL 1, Example 2

LANGUAGE ARTS FOCUS: Understanding sentences

CAREER DEVELOPMENT CONCEPT: Learning achievement depends upon effort and ability. *(Educational Awareness)*

The purpose of this example is to provide different and stimulating ways to acquire specific skills so that the child will continue his/her effort. To achieve this, the child must be given opportunities to perform successfully after learning these skills. The teacher must remember to REWARD EFFORT AS WELL AS ACHIEVEMENT AND TO APPRECIATE INDIVIDUAL DIFFERENCES IN PUPIL ABILITIES.

The first little pig made a house of straw.

The second little pig made a house of sticks.

The third little pig made a house of bricks.

From SCOTT FORESMAN READING SYSTEMS, The Three Little Pigs (Level 3), by Ira E. Aaron, A. Sterl Artley, Kenneth S. Goodman, et al. Copyright©1971 by Scott Foresman and Company. Reprinted by permission of the publisher.

DISCUSSION QUESTIONS:

1. What were the three houses made from?
2. Which house was the best?
3. What do you think effort is?
4. Which little pig put forth the most effort?
5. Have you ever done anything where you put out the least effort possible? What was it? What were the results?

SUGGESTED ACTIVITIES:

1. Discuss with the class the difference between being willing to learn and being able to learn. Is one more important than the other?
2. Have each child tell at least one time when his/her efforts resulted in increased knowledge or ability.

3. Write on the board with the help of the children different skills that are needed before they could do something else. An example would be--to play baseball they should have skills in throwing, catching, and hitting.

The Place of Occupations in an Elementary Career Education Program

The elementary school years of a career education program are characterized by a state of "awareness" with respect to the world of work. Occupations have a key place in career education. The more knowledge the individual has of occupations the more apt he is to find occupations that are suited to him, his interests, and his needs. Thus, the individual is then able to take advantage of educational experiences necessary to enter these occupations. Educational experiences in the elementary school should be based upon the child's experiential background and some experiences that are new. Thus, when children are introduced to an occupation, the teacher should try to relate facets of that occupation to experiences with which they are familiar.

Occupations and occupational families can be used very nicely to teach career development concepts at the elementary level while at the same time exposing them to a variety of occupations. However, it is important to remember that the ultimate objective of career education is teaching concepts.

The U.S.O.E.'s clustering plan for occupations can be used by elementary teachers to plan career education activities that ensure that students are exposed to all the various occupational families.

State supervisors in each of the cluster areas or other persons with responsibility for a particular occupational cluster area can provide valuable assistance to the teacher. By being familiar with textbook series and other instructional materials which have developed programs of career education, supervisory personnel can steer teachers to these materials and thus help teachers to more easily incorporate career development concepts with their subject matter. Additionally, such personnel can assist the teachers and help them to show relationships to the various cluster areas.

The following pages from the Elementary Resource Guide (Business and Office Career Education Curriculum Project) illustrate how the integration of subject matter concepts and career development concepts can be related to occupations in the business and office cluster.

LEVEL 1

SUBJECT MATTER FOCUS: Noting and remembering details *(Language Arts)*

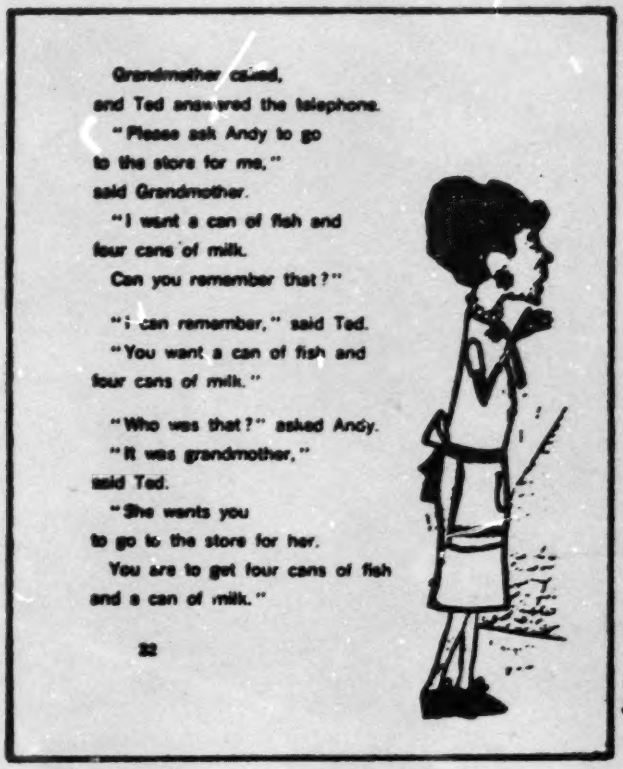
CAREER DEVELOPMENT FOCUS: Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence. *(Attitudes and Appreciations)*

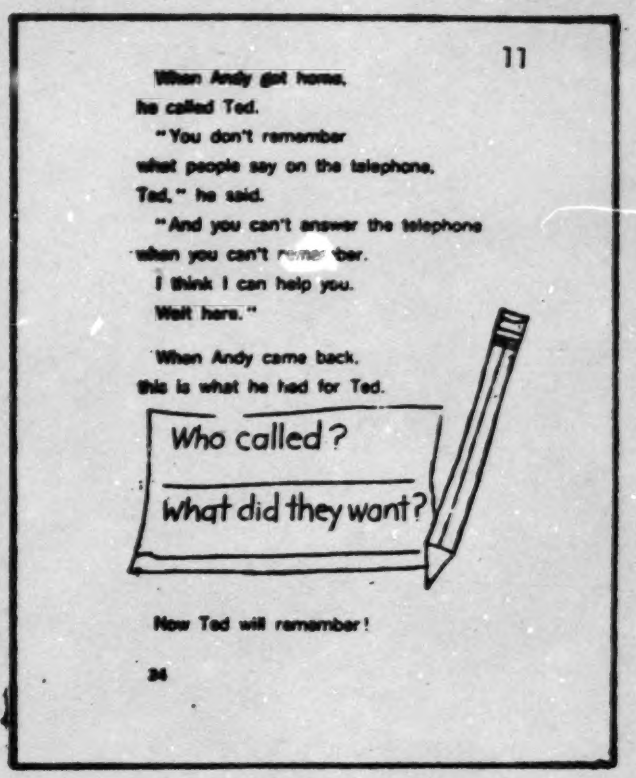
BUSINESS AND OFFICE CLUSTER FOCUS: Recording information

The purpose of this example is to increase pupil information regarding the common expectations of occupations. The business and office function of recording information and the language arts concept of noting and remembering details form a natural relationship that will help the teacher FOSTER THE IDEA THAT DEPENDABILITY IS AN IMPORTANT OCCUPATIONAL EXPECTATION.

Ted at the Telephone
Ted was on the telephone.
Dad said, "Hello, Ted. Will you ask Mother to come for me? Ask her to come to 5th Street at four. Can you remember that?"
"I can remember," said Ted. "5th Street at four!"
"Who was that?" asked Mother.
"It was Dad," said Ted. "He wants you to come to 4th Street at five."
29

When Mother and Dad got home, they called Ted.
"You have to remember," they said. "When you answer the telephone, you have to remember what is said."
"I will," said Ted. "I can answer the telephone, and I can remember too."
31


Grandmother called,
and Ted answered the telephone.
"Please ask Andy to go
to the store for me,"
said Grandmother.
"I want a can of fish and
four cans of milk.
Can you remember that?"
"I can remember," said Ted.
"You want a can of fish and
four cans of milk."
"Who was that?" asked Andy.
"It was grandmother,"
said Ted.
"She wants you
to go to the store for her.
You are to get four cans of fish
and a can of milk."
32



From Ginn and Company, Seven Is Magic of the Reading 360 series, by Theodore Clymer, and others. ©Copyright 1969, by Ginn and Company. Used with permission.

DISCUSSION QUESTIONS:

1. Father was depending upon Ted to give Mother the correct message. What happened when Ted gave Mother the wrong information?

2. Who else depended upon Ted?

3. Do you think Ted would do well in a job in which he had to give messages to others? Why?

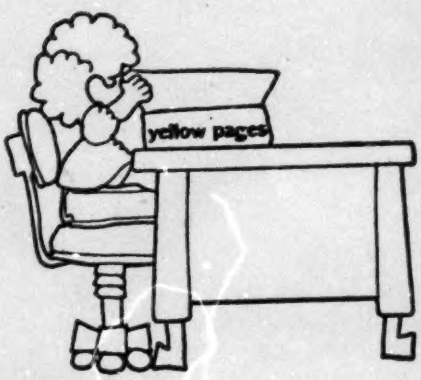
4. What would happen if his boss found out he was not dependable?

SUGGESTED ACTIVITIES:

1. Ask the telephone company if they will supply you with the telephone kit that includes two telephones. The two telephones are connected and children can simulate conversations. (If the kits are not available in your area, improvise with toy telephones.) Have the children simulate conversations in which they have to remember or record information.

SUGGESTED ACTIVITIES (CONT'D):

2. Give children things to do which require the remembering of instructions: "Go to Miss Miller's room and ask her if we can borrow her black pen that is used for writing on china."



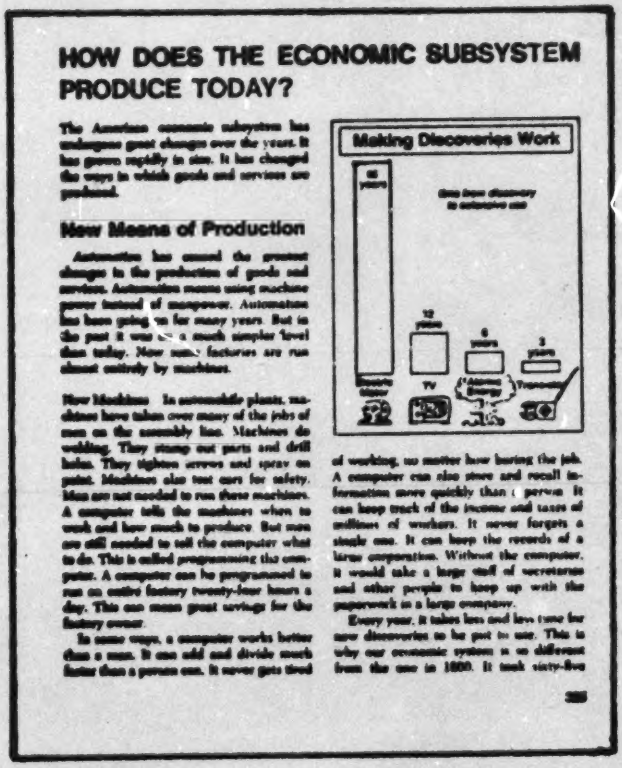
LEVEL 5

SUBJECT MATTER FOCUS: Technology produces changes *(Social Studies)*

CAREER DEVELOPMENT FOCUS: Changes in an individual influence his environment and changes in environment influence him. *(Self-Development)*

BUSINESS AND OFFICE CLUSTER FOCUS: Receiving information, recording information, validating and processing information, and storing information

The purpose of this example is to show how automation influences jobs. The teacher will want to help students EXAMINE HOW URBANIZATION AND TECHNOLOGICAL ADVANCES INFLUENCE OCCUPATIONAL SETTINGS.



HOW DOES THE ECONOMIC SUBSYSTEM PRODUCE TODAY?

The American economic subsystem has undergone great changes over the years. It has grown rapidly in size. It has changed the ways in which goods and services are produced.

New Means of Production

Automation has caused the greatest changes in the production of goods and services. Automation means using machine power instead of manpower. Automation has been going on for many years. But in the past it was on a much simpler level than today. Now many factories are run almost entirely by machines.

New Machines In automobile plants, machines have taken over many of the jobs of men on the assembly line. Machines do welding. They stamp out parts and drill holes. They tighten screws and spray on paint. Machines also test cars for safety. Men are not needed to run these machines. A computer tells the machines when to work and how much to produce. But men are still needed to tell the computer what to do. This is called programming the computer. A computer can be programmed to run an entire factory twenty-four hours a day. This can mean great savings for the factory owner.

In some ways, a computer works better than a man. It can add and divide much faster than a person can. It never gets tired of working, no matter how boring the job. A computer can also store and recall information more quickly than a person. It can keep track of the income and taxes of millions of workers. It never forgets a single one. It can keep the records of a large corporation. Without the computer, it would take a large staff of secretaries and other people to keep up with the paperwork in a large company.

Every year, it takes less and less time for new discoveries to be put to use. This is why our economic system is so different from the one in 1800. It took sixty-five

From Science Research Associates, Inc., Our Working World, The American Way of Life . ©1973, Science Research Associates, Inc. Reproduced by permission of the publisher.

DISCUSSION QUESTIONS:

1. How do you think the drillers on the automobile assembly line felt when a machine was programmed to do their job?

2. Are there any jobs related to the automobile assembly line which you think could not be performed by a computer? Name some.

3. How do you think the office workers at the automobile factory were affected by the change to computers?

SUGGESTED ACTIVITIES:

1. Visit a place of business that uses computers. Interview employees about how their work is influenced by computers.

2. Find out if your school system uses a computer. What do they use it for? What kinds of workers are needed to assist the computer in processing information?

3. Make a list of things the computer could do to process school information more quickly. Examples: Teacher could take attendance by marking cards, cards are then fed into computer, and absentee list is ready by 10:00. Report card information could be processed by the computer, etc. How would these changes affect you?

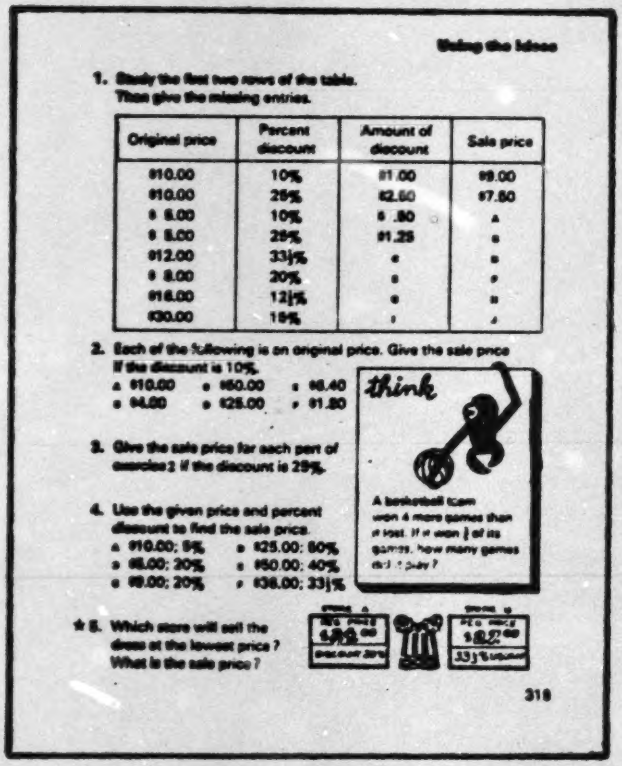
LEVEL 6

SUBJECT MATTER FOCUS: Percent, discount *(Mathematics)*

CAREER DEVELOPMENT FOCUS: Some skills can be transferred from one job to another. *(Coping Behaviors)*

BUSINESS AND OFFICE CLUSTER FOCUS: Validating and processing information

The purpose of this example is to show how knowledge and skill in one subject matter area are often helpful in several occupational settings. The teacher will want to PROVIDE EXPERIENCES FOR STUDENTS TO USE ONE SKILL IN SEVERAL OCCUPATIONAL SETTINGS.



Using the Ideas

1. Study the first two rows of the table. Then give the missing entries.

Original price	Percent discount	Amount of discount	Sale price
$10.00	10%	$1.00	$9.00
$10.00	25%	$2.50	$7.50
$ 5.00	10%	$ .50	a
$ 5.00	25%	$1.25	b
$12.00	33⅓%	c	d
$ 8.00	20%	e	f
$16.00	12½%	g	h
$30.00	15%	i	j

2. Each of the following is an original price. Give the sale price if the discount is 10%.
   a. $10.00 b. $50.00 c. $6.40
   d. $4.00 e. $25.00 f. $1.80

3. Give the sale price for each part of exercise 2 if the discount is 25%.

4. Use the given price and percent discount to find the sale price.
   a. $10.00; 5% b. $25.00; 60%
   c. $6.00; 20% d. $50.00; 40%
   e. $9.00; 20% f. $36.00; 33⅓%

★5. Which store will sell the dress at the lowest price? What is the sale price?

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From Addison-Wesley, Investigating School Mathematics (Level 6), by Robert E. Eicholz. Copyright ©1973 by Addison-Wesley. Reprinted by permission of the publisher.

DISCUSSION QUESTIONS:

1. What workers would have to know how to figure discount? Do you think most workers have to figure discount or do they use tables and charts that help them?

2. Why is it helpful to you as a consumer to be able to figure discount?

SUGGESTED ACTIVITIES:

1. Have the students look for two or three newspaper advertisements that include discount rates. Put the advertisements in a box and let each student select two. Have them work the problems, and then conduct a "Bargain News" session. Students can report items like, "This week only,--a $399 sofa can be purchased for $265 at Fashion Flare Furniture Store."

2. Get several school supply catalogs and have the students use the catalogs to find the prices and discount prices of certain items. The teacher might want to prepare a list of items to look for, and then have the students compare prices among several companies.

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REACTION LETTERS

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
205 CORDELL HULL BUILDING
NASHVILLE 37219

July 17, 1975

Dr. Harry Huffman, Director
Business and Office Career Education
Curriculum Project
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80523

Dear Dr. Huffman:

Enclosed is the copy of my airline ticket from Nashville, Tennessee to Denver, Colorado.

May I express my sincere appreciation to you and each member of the BOCEC project for a very excellent program. The materials that were presented at the meeting in Denver should be very useful in furthering Career Education in the State of Tennessee. I am very anxious to begin to implement some of these materials in the near future.

May I commend you for the excellent planning that was very apparent at the meeting and also for planning enough money in the project budget to allow state supervisors from across the fifty states to be able to attend the meeting. Had it not been for these available funds, many state supervisors, such as myself, would not have had the opportunity to attend this meeting.

Sincerely,

Robert Hollingshead

Robert Hollingshead
Specialist II
Business and Office Education

RH:dl

Enclosure

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF CAREER DEVELOPMENT PROGRAMS
BUSINESS AND OFFICE EDUCATION
Bruce Administration Center
770 Kenyon Street, N. W.
Washington, D. C. 20010

July 17, 1975

Dr. Harry Huffman
Project Director, BO-CEC
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Dear Dr. Huffman:

As I stated during my presentation on the reaction panel, I am very favorably impressed with the quality and suitability of materials prepared by the BO-CEC staff, and as soon as we receive communication from you relative to the copyright status, we shall hold meetings with business education teachers to disseminate the materials.

The conference was well planned and most informative with outstanding speakers and presenters.

As requested, we are enclosing a copy of our travel voucher with a request for reimbursement.

Sincerely,

Lucille N. Polk
Supervising Director

LNP/sdg

Enclosure

State of Arkansas
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION
ARCH FORD EDUCATION BUILDING LITTLE ROCK, ARKANSAS 72201

STATE BOARD FOR VOCATIONAL EDUCATION
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DIRECTOR

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PROGRAM PLANNING, ANALYSIS, EXEMPLARY 371-1855
VOCATIONAL FINANCE 371-1848
VOCATIONAL TECHNICAL SCHOOLS 371-2373

July 18, 1975

Dr. Harry Huffman
BO-CEC Project Director
Business and Office Education
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523

Dear Dr. Huffman:

The BO-CEC Meeting was certainly a big success. You and your staff are to be complimented. I really enjoyed being a participant and feel that I got much from the meeting.

My air coupon is enclosed as you instructed for reimbursement purposes. If I need to do anything else, let me know.

Sincerely,

Amanda Copeland

Amanda Copeland, Ed.D., Supervisor
Business and Office Education

Enclosure

"AN EQUAL OPPORTUNITY EMPLOYER"

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

VOCATIONAL-PRACTICAL ARTS EDUCATION
BUSINESS EDUCATION

July 21, 1975

Dr. Harry Huffman, Director
Business & Office Career Education
Curriculum Project
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80523

Dear Dr. Huffman:

This is to certify that I travelled to Denver, Colorado, via Continental Airlines to attend the BO-CEC Conference on July 15-16, 1975.

Enclosed is a copy of my plane ticket, total cost of which was $352.86 ($339.02 + 13.84 tax).

Sincerely,

Florence N. Sakai

Florence N. Sakai
Program Specialist, Business Education

FNS:du

Enclosure.

NEVADA DEPARTMENT OF EDUCATION
Carson City, Nevada 89701

KENNETH H. HANSEN
Superintendent
KATHERINE J. CRANDALL
Consultant

July 18, 1975

Dr. Harry Hoffman
Director, BO-CEC Project
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Dear Dr. Hoffman:

Enclosed is the completed questionnaire distributed at the BO-CEC Conference.

The attached air fare coupon indicates that it was billed to the Nevada Education Department; in actuality it was not as it is the policy of the Department of Education not to pay for transportation costs that will be reimbursed by another agency. Therefore, I would appreciate reimbursement payable to me personally.

The opportunities afforded by attendance at the BO-CEC Conference were invaluable. In addition to participation in an excellent program, I enjoyed meeting and visiting with the other state department personnel.

I am looking forward to the opportunity to utilize the materials developed through the BO-CEC project.

Sincerely,

Katherine J. Crandall

Katherine J. Crandall, Consultant
Business and Office Education

KJC:df

Enc.

State of Alabama
Department of Education
DIVISION OF
VOCATIONAL EDUCATION and COMMUNITY COLLEGES
State Office Building
Montgomery, Alabama 36130

LeRoy Brown
State Superintendent

T. L. Faulkner
State Director

July 18, 1975

Dr. Harry Huffman, Project Director
BO-CEC
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80523

Dear Dr. Huffman:

Just a note to say thank you for such an outstanding conference. I feel that the materials received and the experiences gained through conversations with the many speakers were extremely beneficial. I am looking forward to distributing these materials to the teachers in Alabama, and I know they will find them most helpful in their classroom instruction. You and your staff should be commended for such an outstanding job.

May I also say thank you for such an outstanding evening at the Flying W Ranch. You certainly know how to mix business with pleasure so that every moment during the conference is enjoyable.

Sincerely yours,

Sandra Yelverton

(Mrs.) Sandra Yelverton
State Supervisor
Business and Office Education

SY:jrt

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
OCCUPATIONAL EDUCATION

July 20, 1975

Dr. Harry Huffman, Director
Business and Office Education
Curriculum Project
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80523

Dear Dr. Huffman:

After returning to Massachusetts, and contemplating the impact of last weeks "Dissemination Conference for State Supervisors and Leaders of BOE", my initial evaluation was that it was a most worthwhile and knowledgable educational experience. I thank you for considering me and allowing me the unique opportunity to attend and participate in the conference.

In reference to required procedures for reimbursement of my air coach fair to and from Denver, attached is my air coupon. While in Denver, as you requested, I filled out and signed a travel reimbursement form.

If there is any additional information etc. that you need regarding reimbursement of my air coach fare, please do not hesitate to contact me.

As you know, I have changed my office location from Boston to one of our regional offices. Therefore, because of my experiencing problems with the routing of my mail to my new location, I would appreciate it if you would forward all correspondence to my home address: 25 Oak Street Extention, Franklin, MA 02038.

Once again, thank you for everything. If there is anything I can do for you to support or assist your efforts, do not hesitate to contact me.

Sincerely,

Paul L. Carbone

Paul L. Carbone
25 Oak St. Ext.
Franklin, MA 02038

PLC:mc

NEBRASKA
DEPARTMENT OF EDUCATION
233 SOUTH 10th STREET LINCOLN, NEBRASKA 68508
TELEPHONE (402) 471-2295

M. Anne Campbell
Commissioner

July 21, 1975

Dr. Harry Huffman
Vocational Education Department
Colorado State University
Fort Collins, CO 80521

Dear Dr. Huffman

Thanks for the terrific BO-CEC meeting last week in Denver. I thought the conference was well planned and most beneficial. I especially enjoyed the presentations by those that had field tested the materials. I cannot say enough about the developed materials . . . terrific, great, marvelous,a tremendous boost to Business Education.

At the present time I am working with our staff in an attempt to figure out the best way to present and implement the BO-CEC materials in Nebraska. We have our annual Vocational Business and Office Education Conference scheduled for August 13, 14 and 15, 1975, I would like to make an initial presentation concerning the materials at this meeting. How many copies and at what cost could I get of the BO-CEC materials for this meeting?

I talked to one of the girls at the registration desk prior to departure from the BO-CEC Conference concerning travel reimbursement. My original reimbursement for air fare was to be $92. I decided to drive to the Conference rather than fly. My mileage figure was 1,046 miles round trip. (Lincoln-Denver, Denver-Lincoln). Will you need any additional information for reimbursement?

Thanks for the conference and reimbursement consideration.

Sincerely

Ann Masters

(Mrs.) Ann Masters
State Supervisor, Business and Office Education

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Omaha, Nebraska 68124

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G. H. JOHNSTON, SUPERINTENDENT

J. W. LEWIS, DIRECTOR

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
P. O. BOX 771
JACKSON, MS 39205

E. CONWAY McCRACKEN
STATE SUPERVISOR,
BUSINESS & OFFICE EDUCATION

June 21, 1975

Mr. Harry Huffman, Director
Business and Office Career Education
Curriculum Project
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80523

Dear Harry:

Enclosed you will find my plane ticket as evidence of attending the BO-CEC Conference. It was a real pleasure to see you again, and I would like to say again to you that you did a splendid job on this project.

I checked my luggage through on the plane on the way back home, and somehow the materials you passed out have not been recovered. Could I please have another set or is this possible?

Thank you again for the fine entertainment as well as the successful conference.

Sincerely yours,

E. Conway McCracken
State Supervisor
Business & Office Education

ECM/sc

Enclosure

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
99 WASHINGTON AVENUE
ALBANY, NEW YORK 12210

OFFICE OF THE ASSISTANT COMMISSIONER
FOR OCCUPATIONAL AND CONTINUING EDUCATION

DIVISION OF
OCCUPATIONAL EDUCATION INSTRUCTION

BUREAU OF BUSINESS EDUCATION

518: 474-4802

July 21, 1975

Harvey,

Congratulations for a great Meeting!

Bob Fleig

DEPARTMENT OF EDUCATION
STATE OF OREGON

942 LANCASTER DRIVE NE
SALEM, OREGON 97310

• Information (503) 378-3569

July 21, 1975

Mr. Harry Huffman
BO-CEC Project Director
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Dear Harry:

Thanks for letting me participate in the symposium last week. It was a very rewarding workshop, and it was evident that you did a lot of planning.

As you know, I drove over to Denver so I don't have a ticket stub to verify travel. But you said to just indicate this in a letter, and my claim would be honored.

My Social Security Number is 541-10-1100, and the rest of the information is on the enclosed sheet. Thanks again for your efforts.

Sincerely,

Jess C. Kauffman
Specialist
Business Education

JCK:vs

PS: Just got your letter of July 17 but no enclosure as you indicated. I hope this will do. The round trip mileage was 2586.

JCK

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

July 21, 1975

Dr. Harry Huffman, Director
Business and Office Career Education Curriculum Project
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Dear Harry:

Congratulations on a great conference and on the excellent materials and reports of the project.

Next week I will be conferring with Paul Peters and other members of the Career Education Task Force of the State Department. It is my hope that we will be able to arrange some mutual activities.

The BO-CEC project has shown that materials can be developed and used by classroom teachers in math, English, and social studies. I am sure that the outcomes are a source of satisfaction to you.

Enclosed is a copy of my air ticket. At our staff meeting on Wednesday of this week, I will report on the questionnaire. Brent is interested and agreed that we should participate. I will return the questionnaire after the meeting.

I am grateful for the opportunity of meeting with the project participants and the state supervisors. It was a joy to renew old friendships and to make new ones.

Sincerely,

M. Claire O'Brien, Assistant Chief
Bureau of Business Education
Telephone: (916) 445-5182

COB:DWS

Enclosure

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

July 28, 1975

Dr. Harry Huffman
BO-CEC Project Director
Department of Vocational
Education
Colorado State University
Fort Collins, CO 80523

Dear Dr. Huffman:

The Denver BO-CEC Dissemination Conference was a most enjoyable and beneficial one for me. I feel the materials which have been developed are a valuable contribution to curriculum for career education. As soon as permission is granted, we shall proceed with plans to get these materials into use.

As a matter of fiscal concern, please reimburse me the $250.00 round trip coach fare which was budgeted for my transportation. This request is for automobile travel in lieu of flying and involved a total of 2,728 miles round trip from Charleston, West Virginia to Denver, Colorado. Please mail the check to my home address: 902 Hazelwood Avenue, Charleston, West Virginia 25302.

Sincerely,

Randall L. Wells

Randall L. Wells, Supervisor
Business and Office Education

RLW/dh

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
LOUIS J. MICHOT
STATE SUPERINTENDENT
P. O. BOX 44064
BATON ROUGE, LOUISIANA 70804

July 31, 1975

Dr. Harry Huffman
BO-CEC Project Director
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523

Dear Dr. Huffman:

Thank you very much for the excellently planned BO-CEC Conference in Denver, July 14-16, 1975. I appreciate the many hard and long hours which you and your staff spent in preparing the materials you gave to us.

As you will recall, I called you for permission to drive my car from Baton Rouge to Denver. My mileage round trip was 2,530. I understand that I will be reimbursed for the round-trip airfare rather than the car mileage.

If any additional information is needed for reimbursement, let me know. Again, thank you for an outstanding conference.

Sincerely,

Huland D. Miley, Jr.

Huland D. Miley, Jr., Section Chief
Business and Office Education

HDM:mb

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

July 21, 1975

Dr. Harry Huffman, Director
BO-CEC Project
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80523

Dear Dr. Huffman:

The Dissemination Conference on the BO-CEC materials was very interesting and informative. I really enjoyed listening to the persons involved in the experimental programs. Much information was gleaned from their presentations.

You and your staff are to be commended for the work you have completed during the past two years toward reaching the objectives of the BO-CEC Project. Clyde Welter, in particular, is to be congratulated for the efforts he expended in developing the excellent materials.

I shall look forward to receiving a final report from you on the project during September. Hopefully, we will encounter little difficulty in disseminating the materials to appropriate personnel in South Carolina.

Enclosed is a copy of the air fare ticket to Denver which totaled $246.20. Also enclosed is a copy of the completed questionnaire as you requested.

Sincerely,

Anne

Anne L. Matthews, State Supervisor
Office Occupations Education

ALM:fco

Enclosures

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

July 31, 1975

Dr. Harry Huffman, Director
Business and Office Career Education Curriculum Project
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Dear Harry:

Enclosed is the questionnaire received at Denver. Our responses mean that there is a program in some California schools--not necessarily in all schools or even in a majority.

I am also enclosing a copy of the 1974-75 Catalog of Demonstration Programs we offered. You may be able to use some of the material for the NASSP publication.

In the Catalog, CBEP refers to the California Business Education Program Guide for Office and Distributive Occupations. You have a copy of the Guide but, for reference, I am also enclosing a summary of the Guide.

Congratulations on a very excellent and successful conference. I'm sure that all of the persons attending were impressed with the project and its outcomes and you and your staff for organizing and implementing a difficult task.

Sincerely,

M. Claire O'Brien, Assistant Chief
Bureau of Business Education
Telephone: (916) 445-5182

COB:DWS

Enclosures - 4

REPORT ON FINAL SESSION

FINAL REPORT

"The Group Within the Group"

Donald K. Zahn, Wisconsin

The final session held during the BO-CEC Dissemination Conference entitled "The Group Within the Group" was an excellent culminating activity. It provided an opportunity for members attending this dissemination conference to air some of their concerns as they related to business education. In several instances the concerns or issues that were raised did not relate directly to the BO-CEC project. However, many of the issues and concerns that were discussed are relevant to business education and the direction it will move in the years ahead. The approach used for this session allowed for audience participation and interaction. It enabled a free flow of thoughts and exchange of ideas and provided the opportunity for each individual to participate if they so desired. It is an excellent activity for use at a conference of this nature. I plan to use this approach within Wisconsin at various meetings and programs where appropriate.

The first issue raised and discussed related to the inclusion of general business or introduction to business as part of the business education curriculum. The discussion covered content of the course, grade level it is offered at, and the specific objectives for offering this course. Ideas and suggestions were presented during this time with no final conclusions arrived at.

Major issues covered during this interchange related to expanding the horizons in our vocational business education programs. The suggestion was made that we have been focusing our entire attention on the development of skills in the office occupations area and have almost totally neglected development of programs and skills in the accounting area, the data processing area, and the business management/small business ownership area. The suggestion was made that if we are to continue to grow in business and office education, we are going to have to develop curricula and programs to support capstone programs preparing students for occupations in these areas.

The suggestion was made that the NBEA project on Small Business Ownership should be implemented within junior high school business education exploratory courses. Dr. Copeland from Arkansas shared some informal results of their pilot testing of these materials in exploratory business programs. They were very successful and she recommended that we not ignore the junior high school business education course as an area where these materials can be successfully implemented. However, the comment was made that in some schools it may be difficult to add another course. In those cases the infusion technique would be an acceptable way to be able to introduce students to this occupational area.

A number of other topics were discussed during this session. These topics included the lack of participation at the AVA-NBEA Workshop held this past May in Washington, the need for a greater cooperative effort between the two professional organizations representing us at the national level--NBEA and the Business and Office Division of the NBEA, the lack of leadership provided by some of our professional organizations, and the need for more meaningful programs at conferences.

The general feeling of the participants in this section was that it was very worthwhile and an excellent way for them to express concerns and ideas and to exchange these ideas and concerns with other participants. An informal discussion with a number of people who attended this session revealed very favorable comments. They would have enjoyed an even longer session of this type. They recommended that this technique be used in future meetings whenever and wherever appropriate.

QUESTIONNAIRE

NAME_____

CITY/STATE_____

___ State Supervisor
___ State Department District Supervisor
___ Local Supervisor
___ Teacher Educator
___ Other_____

INSTRUCTIONS

The first section of this questionnaire lists units or courses that reflect the impact of changing technology on specific business and office programs.

1. Indicate whether your state, district, or school has implemented each unit or course by circling the "yes" or "no" shown in the appropriate program column(s) to the right of unit or course description.
2. If you have such a unit or course in other programs, indicate by checking (✓) the appropriate program column.
3. If the unit or course has not been implemented but plans are underway for implementation, please indicate this by checking the "planned" column.
4. Finally, if any of the units have been implemented in an OUTSTANDING manner, please indicate the unit (a, b, c, etc.), the school and the district in which the unit has been implemented, and a brief description.

EXAMPLE

SECTION I: IMPACT OF CHANGING TECHNOLOGY	Implemented: Office and Admin. Personnel Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs	Planned	If any of the units listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.
1. *Which of the following units have you IMPLEMENTED to reflect the increased administrative responsibility of secretaries, accountants, and other professionals?*								
Units or Courses on:								
a. Developing and utilizing administrative skills of secretaries, accountants, and other support personnel with emphasis on information economics and management	YES NO							
b. Modern organizational structure	✓	YES NO		✓				*Outstanding Example:* (b) *Fort Collins High School, Colo., Poudre R-1 District. Students study organizational structure on co-op jobs.*
c. Procedures and methods of word processing . .			YES NO				✓	

Use the same procedures in completing Section II, which deals with the impact of increased concern for employee rights on business management and on all other business and office programs.

Instructions for Sections III and IV are given at the beginning of those sections.

(This questionnaire requires approximately 20 minutes to complete.)

SECTION I: IMPACT OF CHANGING TECHNOLOGY

	Office and Admin. Management Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs	Planned
1. *Which of the following units have you IMPLEMENTED to reflect the increased administrative responsibility of secretaries, accountants, and other professionals?*							
Units or Courses on:							
a. Developing and utilizing administrative skills of secretaries, accountants, and other support personnel with emphasis on information economics and management	YES NO						
b. Modern organizational structure		YES NO					
c. Procedures and methods of word processing . .			YES NO				
d. Word processor's responsibility for cost analysis and reduction			YES NO				
e. Function of a secretary as an administrative assistant				YES NO			
f. Managerial aspects of accounting					YES NO		
g. Information economics and management . . .						YES NO	
2. *Which of the following units have you IMPLEMENTED to reflect the increased emphasis on systems?*							
Units or Courses on:							
a. Information systems	YES NO						
b. Basic introduction to systems		YES NO					
c. WP as a sub-system.			YES NO				
d. Communications as a sub-system.				YES NO			
e. Financial records as a sub-system					YES NO		
f. Data processing and data communication as sub-systems						YES NO	

If any of the areas listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.

SECTION I: IMPACT OF CHANGING TECHNOLOGY

3. *Which of the following units have you IMPLEMENTED to reflect recent advances in office equipment?*	Office and Admin. Management Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs	Planned
Word Processing Equipment							
Units or Courses on:							
a. Methods of determining the feasibility and cost of implementing a WP system.	YES NO						
b. Services provided by a WP center of a business .		YES NO					
c. Utilizing WP equipment and systems efficiently .			YES NO				
d. Integrating advanced typing, machine transcription, and automated typing.			YES NO				
e. Using the services of the WP center of a business				YES NO	YES NO		
f. Integration of DP and WP equipment						YES NO	
Electronic Calculators							
Units or Courses on:							
g. Methods of determining the feasibility and costs of various types of electronic calculating equipment	YES NO						
h. 10-key skills		YES NO		YES NO	YES NO		
i. Capabilities of various electronic calculators .		YES NO		YES NO	YES NO		
j. Electronic calculator input to computers . .						YES NO	

listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.

SECTION I: IMPACT OF CHANGING TECHNOLOGY

3. (continued)

	Office and Admin. Management Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs	Planned	If any of the items listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.
Reprographics Including Photocopying								
Units or Courses on:								
k. Methods of determining the feasibility and costs of various types of reprographic equipment and processes.	YES NO							
l. Modern duplication and relative cost of copy .		YES NO	YES NO	YES NO	YES NO			
m. Paste-up for duplication		YES NO	YES NO	YES NO	YES NO			
n. Effective methods of duplicating computer output						YES NO		
Micrographics								
Units or Courses on:								
o. Feasibility and costs of various micrographic systems and on methods of implementation . .	YES NO							
p. Micrographics as a means of storing and retrieving information		YES NO	YES NO	YES NO	YES NO	YES NO		
Automated and Electronic DP								
Units or Courses on:								
q. Comparative feasibility, capabilities, and costs of various DP equipment operations, including input and output equipment	YES NO							
r. Input preparation for DP systems		YES NO	YES NO	YES NO				
s. Output utilization of DP systems		YES NO	YES NO	YES NO				
t. Integrating accounting sub-systems and sub-routines with DP					YES NO			
u. Preparation for on-site job experiences . .						YES NO		
v. Internships in DP.						YES NO		

SECTION I: IMPACT OF CHANGING TECHNOLOGY

	Office and Admin. Management Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs	Planned
4. *Which of the following units have you IMPLEMENTED to reflect recent research affecting the content and organization of accounting and bookkeeping?*							
Units or Courses on:							
a. Use of accounting as a tool of management decision-making.	YES NO						
b. Handling small sub-systems and sub-routines of data collection, classification, sorting, processing, summarizing, reporting, within the total accounting operation		YES NO					
c. Developing an awareness of accounting systems and sub-systems.				YES NO			
d. Basic management accounting.					YES NO	YES NO	
e. Accounting or DP applications coordinated with on-site job training					YES NO	YES NO	

listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.

SECTION II: IMPACT OF INCREASED CONCERN FOR EMPLOYEE RIGHTS

	Office and Adm. Management Progra	All Other Offi. Training Progra	Planned	If listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.
1. *Which of the following units have you IMPLEMENTED to reflect increased demands by employees on employers?*				
Units or Courses on:				
a. Current personnel practices and court decisions	YES NO	YES NO		
b. Coping with typical stress situations	YES NO			
c. Job seeking including information on employment practices and equal opportunity employment		YES NO		
d. Current job tenure practices and court decisions	YES NO	YES NO		
e. Personnel management dealing with in-service training for changing jobs and careers	YES NO			
f. Career lattices and ladders.		YES NO		
g. Personnel management for solving problems resulting from sex stereotyping	YES NO			
h. Effectively communicating while avoiding sex stereotyping		YES NO		
i. Contemporary procedures for planning office layout, developing criteria for equipping offices, improving work environments. . . .	YES NO			
j. Utilizing modern work environments effectively		YES NO		
2. *Which of the following units have you IMPLEMENTED to reflect the new emphasis on small business ownership and management?*				
Units or Courses on:				
a. Small business management	YES NO	YES NO		
b. Exploratory work experiences or internship programs, especially for the operation of small businesses		YES NO		

SECTION III: IMPACT OF NEW AND CHANGING EMPHASES IN EDUCATION AND SOCIETY

Instructions: Circle yes or no to indicate whether you have implemented any of the following materials, units, courses, or progr

1. *Have you instituted any of the following new career education materials?*

   a. K-14 Planning guide for business and office careers? . . . . . Yes No

   b. K-6 Resource guides for elementary teachers? . . . . . Yes No

   c. 7-9 Resource guides for English, mathematics, social studies, and business teachers? . . . . . Yes No

   d. 10-12 Exploratory work experience program guide, as well as the regular co-op program guide? . . . . . Yes No

   e. 10-14 Units to be included within preparation programs based on career development planning and principles of job satisfaction? . . . . . Yes No

   f. 13-14 Units on procedures for the development of jobs based on needs of people? . . . . . Yes No

   g. 9-12 Units on small business management? . . . . . Yes No

   h. Resource guide on elimination of sex stereotypes in the world of work and in business activity; effect on business communications, employment, and job advancement practices? . . . . . Yes No

2. *In terms of ΦBL, FBLA, and OEA, have you:*

   a. Expanded local and state programs? . . . . . Yes No

   b. Integrated the youth program within the curriculum? . . . . . Yes No

3. *Have you made any of the following business education units and courses available to everyone on an elective basis:*

a. Typewriting? . . . . . Yes No

b. Shorthand? . . . . . Yes No

c. Bookkeeping and accounting? . . . . . Yes No

d. General business? . . . . . Yes No

e. Business math? . . . . . Yes No

f. Business communications? . . . . . Yes No

g. Business law? . . . . . Yes No

h. Other_____ . . . . . Yes No

4. *Have you instituted units in any of the following areas:*

a. Consumer rights? . . . . . Yes No

b. Truth in lending? . . . . . Yes No

c. Writing understandable contracts? . . . . . Yes No

d. Governmental controls related to consumer rights? . . . . . Yes No

5. *Have you instituted any of the following units or courses and articulated them with other occupational clusters for prospective owners and operators of small enterprises in areas such as food services, trades, health services, personal services, etc:*

a. Typing applications? . . . . . Yes No

5. (continued)

b. Communications? . . . . . Yes No

c. Bookkeeping and recordkeeping? . . . . . Yes No

d. Filing and office procedures? . . . . . Yes No

e. Business law and principles? . . . . . Yes No

f. Business math? . . . . . Yes No

6. *Have you instituted any of the following units on metrication:*

a. Thinking metrically? . . . . . Yes No

b. Introduction to the metric system and conversion procedures? . . . . . Yes No

c. Problems to be considered in the transition to the metric system? . . . . . Yes No

d. Employee training programs for the metric transition? . . . . . Yes No

7. *Have you developed competency-based units or courses based on actual job performance criteria?* . . . . . Yes No

8. *Have you developed competency-based teacher-preparation programs?* . . . . . Yes No

9. *Have you instituted a management by objectives system?* . . . . . Yes No

SECTION IV: IMPACT OF NEW TEACHING METHODOLOGIES AND EDUCATIONAL DEVELOPMENTS

Instructions: Circle yes or no to indicate whether you have implemented any of the following:

1. *Have instituted a plan for:*

   a. Performance objectives for instructional materials? . . . . . Yes No

   b. Systematic and consistent follow up of students after placement? . . . . . Yes No

   c. Community-derived career objectives? . . . . . Yes No

   d. Exploratory work experience programs (job exploration)? . . . . . Yes No

   e. General work experience programs (primarily for potential dropouts)? . . . . Yes No

   f. Cooperative vocational training programs? . . . . . Yes No

   g. On-site training programs utilizing costly equipment? . . . . . Yes No

   h. Internship for management trainee programs? . . . . . Yes No

2. *Have developed plans that provide for:*

   a. Secondary: open entry/exit? . . . . . Yes No

   b. Post-secondary: open entry/exit? . . . . . Yes No

   c. Secondary: Internship or course with on-site instruction? . . . . . Yes No

   d. Post-secondary: Internship or course with on-site instruction? . . . . . Yes No

   e. Secondary: Off-campus course taught by campus instructor? . . . . . Yes No

   f. Post-secondary: Off-campus course taught by campus instructor? . . . . . Yes No

3. *Have you developed:*

a. Modules or learning activity packets based on performance objectives? . . . . Yes No

b. Plans for grading students by recording mastery of each module disregarding time required for completion? . . . . . Yes No

4. *Have you established/funded:*

a. DP labs? . . . . . Yes No

b. WP labs? . . . . . Yes No

c. Skills or learning labs? . . . . . Yes No

d. Power typing labs (transcription equipment, automated typewriter, etc.)? . . . Yes No

e. Block-time programs? . . . . . Yes No

f. Learning systems, combining:

i. Audio equipment? . . . . . Yes No

ii. Visual equipment? . . . . . Yes No

iii. Simulations? . . . . . Yes No

iv. Role-playing projects? . . . . . Yes No

v. Programmed learning? . . . . . Yes No

vi. Learning activity packets? . . . . . Yes No

RETURN TO: BO-CEC Project
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